

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140137      P015B140137

Univ of Pennsylvania/Trustees

### Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/30/2014

4. Applicant Identifier:

10047593

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

#### State Use Only:

6. Date Received by State:

7. State Application Identifier:

#### 8. APPLICANT INFORMATION:

\* a. Legal Name: THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

1231352685A1

\* c. Organizational DUNS:

0422507120000

#### d. Address:

\* Street1: Office of Research Services

Street2: 3451 Walnut Street, Suite P-221

\* City: Philadelphia

County/Parish:

\* State:

PA: Pennsylvania

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code: 19104-6205

#### e. Organizational Unit:

Department Name:

0227 - South Asia Center

Division Name:

None

#### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Elizabeth

Middle Name:

\* Last Name: Peloso

Suffix:

Title: Associate Vice-Provost/Assoc. Vice-President

Organizational Affiliation:

Research Services

\* Telephone Number: 215-746-0234

Fax Number: 215-898-9708

\* Email: PennAORS@lists.upenn.edu

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Educataion

### 11. Catalog of Federal Domestic Assistance Number:

84.015A

CFDA Title:

### \* 12. Funding Opportunity Number:

12-581

\* Title:

Applications for New Awards; National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Program and Foreign Language and Area Studies Fellowships Program

### 13. Competition Identification Number:

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

An Application for a Comprehensive Title VI National Resource Center & FLAS Fellowship Funding

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,108,095.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,108,095.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

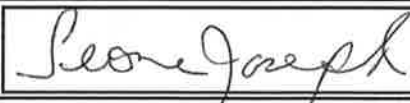
Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: 

\* Signature of Authorized Representative:



C. Leona Joseph  
Associate Director  
Research Services

\* Date Signed:

Application for Federal Assistance SF-424		
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
<b>* If Revision, select appropriate letter(s):</b> <input type="text"/> <b>* Other (Specify):</b> <input type="text"/>		
<b>* 3. Date Received:</b> 06/30/2014		<b>4. Applicant Identifier:</b> 10047594
<b>5a. Federal Entity Identifier:</b> <input type="text"/>		<b>5b. Federal Award Identifier:</b> <input type="text"/>
<b>State Use Only:</b>		
<b>6. Date Received by State:</b> <input type="text"/>		<b>7. State Application Identifier:</b> <input type="text"/>
<b>8. APPLICANT INFORMATION:</b>		
<b>* a. Legal Name:</b> THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA		
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 1231352685A1		<b>* c. Organizational DUNS:</b> 0422507120000
<b>d. Address:</b>		
<b>* Street1:</b> Office of Research Services		
<b>Street2:</b> 3451 Walnut Street, Suite P-221		
<b>* City:</b> Philadelphia		
<b>County/Parish:</b> <input type="text"/>		
<b>* State:</b> PA: Pennsylvania		
<b>Province:</b> <input type="text"/>		
<b>* Country:</b> USA: UNITED STATES		
<b>* Zip / Postal Code:</b> 19104-6205		
<b>e. Organizational Unit:</b>		
<b>Department Name:</b> 0227 - South Asia Center		<b>Division Name:</b> None
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<b>Prefix:</b> <input type="text"/>		<b>* First Name:</b> Elizabeth
<b>Middle Name:</b> <input type="text"/>		
<b>* Last Name:</b> Peloso		
<b>Suffix:</b> <input type="text"/>		
<b>Title:</b> Associate Vice-Provost/Assoc. Vice-President		
<b>Organizational Affiliation:</b> Research Services		
<b>* Telephone Number:</b> 215-746-0234		<b>Fax Number:</b> 215-898-9708
<b>* Email:</b> PennAORS@lists.upenn.edu		

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Educatiaon

### 11. Catalog of Federal Domestic Assistance Number:

84.015B

CFDA Title:

### \* 12. Funding Opportunity Number:

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\* Title:

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Add Attachment

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Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant PA-002

\* b. Program/Project PA-002

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 08/15/2014

\* b. End Date: 08/14/2018

**18. Estimated Funding (\$):**

* a. Federal	1,314,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,314,000.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

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**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**Prefix: 

\* First Name: Leona

Middle Name: 

\* Last Name: Joseph

Suffix: 

\* Title: Associate Director

\* Telephone Number: 215-898-9984

Fax Number: 215-898-9708

\* Email: pennaors@lists.upenn.edu

\* Signature of Authorized Representative:

C. Leona Joseph  
Associate Director

\* Date Signed:

6/27/19

*Personal Services*

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

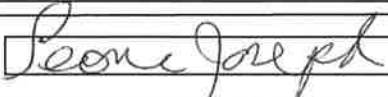
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION			
THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:		* First Name: LEONA	Middle Name:
* Last Name: JOSEPH		Suffix:	
* Title:	ASSOCIATE DIRECTOR		
* SIGNATURE:			* DATE: 6/21/19

C. Leona Joseph  
Associate Director



**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  C. Leona Joseph Associate Director		TITLE  ASSOCIATE DIRECTOR
APPLICANT ORGANIZATION  THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA		DATE SUBMITTED  6/27/14

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<b>1. Type of Federal Action:</b> <input checked="checked" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. Status of Federal Action:</b> <input checked="checked" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. Report Type:</b> <input checked="checked" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input checked="checked" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  <b>Congressional District, if known:</b> 4c	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> DEPARTMENT OF EDUCATION	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: 84.015A&B	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI):	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI):	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u>Leona Joseph</u> Print Name: <u>LEONA JOSEPH</u> Title: <u>ASSOCIATE DIRECTOR</u> Telephone No.: <u>215-898-9984</u> Date: <u>06/26/14</u>	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

### Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

**See attached statement.**

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

**See attached statement.**

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA  
SOUTH ASIA CENTER

Name/Title of Authorized Representative (Printed):

Title: LEONA JOSEPH

Telephone: 215-898-9984

Signature:



E-mail: CLJOSEPH@UPENN.EDU

Date: 6/27/2014

C. Leona Joseph  
Associate Director

# UNIVERSITY OF PENNSYLVANIA

## SOUTH ASIA CENTER

### SUPPLEMENTAL INFORMATION TO MEET STATUTORY REQUIREMENTS

#### **Information Request #1: Diverse Perspectives in South Asia Center Funded Activities**

The University of Pennsylvania has made diversity one of its key initiatives. The Provost's Office has pledged \$50 million over the next five years to promote the diversity of Penn faculty and staff, matched by an additional \$50 million from Penn's individual schools. The Dean's Office at the School of Arts and Sciences has created a permanent diversity council that oversees departmental diversity initiatives.

The South Asia Center (SAC) at the University of Pennsylvania remains similarly committed to disseminating knowledge and enabling public dialogue about South Asia through its wide-ranging programs. The study of South Asia at Penn draws upon a wide range of disciplinary approaches in the humanities, social sciences, and professional schools, as well as diverse sources, languages, regional viewpoints, and religious and cultural traditions to include a multiplicity of perspectives. The expertise of our faculty reflects this diversity and offers students broad chronological, regional, and disciplinary coverage of South Asia in their academic training.

SAC programming and outreach similarly highlight diversity through the many rich geographical, cultural, religious, minority, and political perspectives of South Asia:

**Geographical Content.** The current nations of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka reflect significant influences from and interactions with the Persian Gulf, Central Asia, China, Southeast Asia, the Indian Ocean region, and East Africa, as well as English, Dutch, Portuguese and other European colonial powers in earlier centuries. Border regions such as Tibet, Kashmir, northeastern India, and the Jaffna peninsula of Sri Lanka are frequent sites of contested perspectives, and the Center makes every effort to host events that give voice to the many sides of these contestations and provide the historical, cultural, and political background and contextualization necessary for informed debate.

**Religious Views.** South Asia is the birthplace of several world religions, including Hinduism, Jainism, Buddhism, and Sikhism, and has been an important site for the spread of other world religions, including Islam, Christianity, Zoroastrianism, and even pockets of Judaism. Our Center incorporates the region's religious diversity in its activities and makes every effort to create opportunities for informed dialogue and debate. The national need for informed debate is nowhere greater than on issues related to Afghanistan and Pakistan. Our "Theorizing Islam Workshop," Islamic South Asia Lecture Series, and Visiting Scholar in Islamic South Asia respond directly to this national need. For each of our academic workshops and conferences, we will invite a diverse range of noted international scholars representing a range of intellectual, philosophical, and disciplinary perspectives (Economists, Political Scientists, Sociologists, Anthropologists, and the Humanities) to speak on yearly themes designed explicitly to invoke serious scholarly debate.

**Minority Views.** Through our activities, we incorporate the rich histories and cultures of minority groups in South Asia (e.g., Muslims, Dalits, and Adivasi (tribal/indigenous) groups in India, Sri Lankan Tamils, sectarian minorities, borderland groups, and those disadvantaged by caste, class, religion, gender, political or sexual orientation). We strive to provide the public with opportunities to become acquainted with these diverse perspectives through multiple media, including public lectures, films, and musical performances.

The conferences “Contemporary South Asian Archives” (AY 14-15); “The Visual and Material in South Asia (AY 16-17); “International Modern and Global Contemporary Symposium” (AY ’14-’15); “Environmental Media in South Asia” (AY ’14-’15); and “Women’s Empowerment in India (AY 14-15) will each bring together scholars from around the world, including the spectrum of South Asian nations, with faculty and students from Penn’s professional schools and disciplinary departments, to share divergent perspectives on critical current issues and scholarly topics. Faculty will approach issues from a range of vantage-points and provide an opportunity for faculty and students to learn about the variety of research and develop potential areas of cross-fertilization and concentration for future research projects, program curriculum development, and student training, research and internships. What we hope will emerge is a truly interdisciplinary/cross-school set of initiatives linking the many different areas of faculty expertise at Penn relevant to scholarship on South Asia. This is evident in the topics we have chosen for the conferences we are funding, the disciplinary diversity and range of scholarly and professional perspectives included in our thematic conferences and workshops, the range of schools whose programs we will be supporting, and the types of outreach in which we will engage. Finally, SAC’s multi-disciplinary Affiliated Faculty, representing a diverse group of regional colleges and universities, will participate along with Penn’s own disciplinarily diverse community of South Asia faculty experts and students.

### **Information Requirement #2: Areas of National Need**

During this grant cycle, the majority of SAC activities are designed to directly respond to areas of national need. We will use several strategies to encourage Penn students to pursue careers in government service as well as in areas of need in education, business and nonprofit sectors. With input from Penn alumni with substantial experience working in and with South Asia, we will identify 21st century global skills and implement these into area studies and disciplinary curricula. We will focus our annual “Alumni Career Spotlight Panels” on different sectors: government, business, education, STEM, and non-profits. We will also expand our institutional network of affiliated faculty and its impact on the study of South Asia in K-16 education, with particular attention to increasing the number from area community colleges and minority-serving institutions. Finally, we will improve capacity to produce South Asia expertise in Penn’s professional schools, including in STEM fields, through enhanced linkages with Indian educational institutions, and in the Graduate School of Education. Our activities highlight new areas of research interest (e.g. STEM in South Asia; Visuality and New Media), provide new study abroad opportunities tailored to changing student needs; and strengthen partnerships with Penn’s GSE and Philadelphia Community College. Together with the other Penn NRCs, we will begin new curricular initiatives with MSI/HBCU Cheyney University and with Drexel University’s Teacher Education programs.

A second highly effective strategy is to provide FLAS Fellowships to students likely to pursue government and related careers: MA students generally and professional school students in particular; and BA/BS students in relevant majors. We work closely with faculty associated with Penn's professional schools to identify applicants for FLAS Fellowships, ideally students with intermediate level language proficiency. In the next grant cycle, we will also work Penn's Office of Financial Services, in particular, to identify meritorious candidates with demonstrated financial need for FLAS Fellowships.

A key objective for this grant cycle is to enhance the South Asia area and language focus within STEM-related programs. We will work with the History and Sociology of Science Department, the Schools of Social Policy and Practice, Nursing, and Engineering to better integrate South Asia language and area studies preparation, supported by an undergraduate FLAS, into the course of study of undergraduates planning to pursue careers focusing on health and development in South Asia.

Our efforts to encourage careers in government, policy and public service greatly benefits from Penn's Career Services Program. Career Services organizes a rich variety of events for students interested in government, policy and public service careers throughout the academic year—on average three or four sessions per month. Past events have included information sessions on “Careers in Intelligence,” “Careers in the State Department,” “Public Health Careers in Government,” “Finding and Applying for Federal Jobs and Internships” and a “Foreign Service Oral Exam Prep Session,” conducted by a State Department Diplomat in Residence. There is also a Policy and Government Career Fair. Videos of some events are available online. Career Services maintains a website devoted to information on government careers, “Make an Impact: Discover Careers in the Federal Government,” and an online Virtual International Opportunities Fair is available to Penn students and alumni. Penn Career Services also has a Facebook and a Twitter site.

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
Street2:   
\* City:   
County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\*  
Email Address:

**2. Novice Applicant:**

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations? **N/A**

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



### **South Asia Center GEPA (Section 427) Statement**

In compliance with all federal and state laws and as one of the largest private employers in the State of Pennsylvania, the University of Pennsylvania mandates full equal opportunity employment practices in the hiring of all faculty and staff, and has a transparent admissions policy that disregards all factors (financial, racial, gender, age, disability, or religious.) other than academic potential for all applicants. The Center opens all South Asia courses and projects to all faculty and qualified students, and opens to the public over 150 events we sponsor annually. We make all facilities accessible to persons using wheelchairs, and we make all events accessible for hearing or sight impaired audience members upon request.

The South Asia Center has a proactive policy of reaching out to all constituencies at Penn and in the larger community. For students and faculty, the Penn Language Center maintains audio/visual and other materials to assist those with disabilities to receive foreign language training. The University maintains a well-funded Program for People with Disabilities through the Office of Affirmative Action and Equal Opportunity Programs, which provide the disabled on campus with readers, software, computers, and other tools to ensure an equal education and full participation in any program. The Center has also played an active role in ensuring a high number of qualified women and minority candidates in Penn's hires of South Asia language and area studies faculty. We also vigorously support women's studies on campus, recruit women and minority speakers for our public events such as the annual "International Women's Day" panel.

We have ongoing faculty and curriculum development projects at colleges such as the Community College of Philadelphia that serve primarily low-income and minority students. We also have been and will be collaborating with minority-serving institution Cheyney University throughout next grant cycle. Our annual teacher workshop targets inner-city school teachers, in addition to teachers from a wide geographical area, to help strengthen the training of educators from all socioeconomic and regional backgrounds. Schools, teachers, and members of the public can access the South Asia book and film collection at Penn's Library through standard inter-library loan channels. The Center also sends graduate students to K-12 schools, colleges, and universities to lead seminars on the South Asia and to teach language and area studies classes.

Finally, the South Asia Center will launch, in conjunction with the other NRCs on campus, a very rigorous, four-year impact and evaluation plan, in which outreach to underserved constituencies both on campus and in the larger community is a high priority that we measure using a number of evaluation tools. We elaborate on fulfilling the requirements of GEPA in sections 6C and 9B of the proposal.

**U.S. DEPARTMENT OF EDUCATION**

OMB Control Number: 1890-0004

**BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

Expiration Date:

Name of Institution/Organization

THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	99,201	106,196	94,530	95,903		395,830
2. Fringe Benefits	27,052	28,020	24,286	24,726		104,084
3. Travel	11,600	10,400	10,400	10,400		42,800
4. Equipment	0	0	0	0		0
5. Supplies	6,550	6,550	6,550	6,550		26,200
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	110,350	110,550	118,550	117,650		457,100
9. Total Direct Costs (lines 1-8)	254,753	261,716	254,316	255,229	0	1,026,014
10. Indirect Costs	20,380	20,937	20,345	20,418		82,080
11. Training Stipends	328,500	328,500	328,500	328,500		1,314,000
12. Total Costs (lines 9-11)	603,633	611,153	603,161	604,147	0	2,422,094

Name of Institution/Organization

THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						0
2. Fringe Benefits						0
3. Travel						0
4. Equipment						0
5. Supplies						0
6. Contractual						0
7. Construction						0
8. Other						0
9. Total Direct Costs (lines 1-8)	0	0	0	0	0	0
10. Indirect Costs						0
11. Training Stipends						0
12. Total Costs (lines 9-11)	0	0	0	0	0	0

SECTION C - OTHER BUDGET INFORMATION (see instructions)

University of Pennsylvania  
South Asia Center  
2015-18 Budget

Green = Meets Absolute Priority (AP)

Pink = Meets Competitive Preference Priority (CPP)

Blue = Meets Invitational Priority (IP)

Category	T6 Funds 2014-15	T6 Funds 2015-16	T6 Funds 2016-17	T6 Funds 2017-18	Pg. Ref.	Meets Priority
<b>A. SALARIES</b>						
<b>1. Administrative</b>						
Director (L. Mitchell)	-	-	-	-		
Managing Director (J. Chavez)						
(25% of F/T salary, 100% time; fringe @ 32%)	18,013	18,553	19,110	19,683	22, 37	
<b>Subtotal, Administrative</b>	<b>18,013</b>	<b>18,553</b>	<b>19,110</b>	<b>19,683</b>		
<b>2. Less Commonly Taught Language Instruction</b>						
Part-time Lecturer, Tibetan instruction (Duckworth); with Center for East Asian Studies 1 level taught in Year 1, 2-3 levels taught in Years 2-4.						
(50% of P/T salary, 100% time; fringe @ 9.7%)	5,700	11,400	11,400	11,400	13, 36	
<b>Subtotal, Language Instruction</b>	<b>5,700</b>	<b>11,400</b>	<b>11,400</b>	<b>11,400</b>		
<b>3. Area and Other Instruction</b>						
<b>a. History &amp; Culture of Islamic South Asia</b>						
Visiting Professor (S. Toor in Year 1, Years 2,3, and 4 TBD)						
1 course, Fall Term, @ \$13,000 ea.						
(50% of P/T salary, 100% time; fringe @ 9.7%)	6,500	6,500	6,500	6,500	34	
<b>b. C.U. in India Program</b>						
Instructors for yearlong, 2-CU courses with 10-day India component						
2 courses in Years 1-2, 1 course in Years 3-4 @ 13,000 ea.						
(20% of F/T salary, 100% time; fringe @ 32%)	26,000	26,000	13,000	13,000	9, 35	
<b>4. Penn faculty to assist/evaluate/lecture in CCP, MSI, AF, and teacher ed. programs</b>						
<b>a. Consultant, Internationalizing K-12 Education Expert (K. Hall)</b>						
(professional services fee, 100% time; fringe @ 32%)	5,000	5,000	5,000	5,000	35	AP, CPP # 2
<b>b. SA Faculty, 10 off-campus site visits or lectures @ \$400 ea.</b>						
(professional services fee, 100% time; fringe @ 32%)	4,000	4,000	4,000	4,000	33	CPP # 1 & 2
<b>Subtotal, Area and Other Instruction</b>	<b>41,500</b>	<b>41,500</b>	<b>28,500</b>	<b>28,500</b>		
<b>5. Outreach Personnel</b>						
<b>a. Assistant Director (R. Roy)</b>						
(50% of F/T salary, 100% time; fringe @ 32%)	25,148	25,902	26,680	27,480	22, 37	
<b>b. Outreach Assistant (TBA)</b>						
(50% of salary, 20 hrs/wk@\$17.00/hr; fringe @ 9.7%)	8,840	8,840	8,840	8,840	23, 37	
<b>Subtotal, Outreach Personnel</b>	<b>33,988</b>	<b>34,742</b>	<b>35,520</b>	<b>36,320</b>		
<b>SALARIES SUBTOTAL</b>	<b>99,201</b>	<b>106,196</b>	<b>94,530</b>	<b>95,903</b>		
<b>B. FRINGE BENEFITS</b>						
32% Full-time Employees	25,012	25,426	21,693	22,132		
9.7% of Part-time Employees	2,041	2,594	2,594	2,594		
<b>FRINGE BENEFITS SUBTOTAL</b>	<b>27,052</b>	<b>28,020</b>	<b>24,286</b>	<b>24,726</b>		
<b>C. TRAVEL</b>						
<b>1. Foreign Travel</b>						
a. Staff to South Asia to arrange linkages and exchanges, develop curricula, acquire library materials.						
Est. contribution to travel						
(\$1800 x 2 to South Asia)	3,600	3,600	3,600	3,600	34	IP
b. per-diem						
(50% of State-Dept. rate for Delhi = \$200 x 1 x 12 days x 2 t	4,800	4,800	4,800	4,800	34	
<b>2. Domestic Travel</b>						
a. Professional Meetings: 2 staff & faculty @ \$1000						
(AAS, ACTFL, Madison S. Asia conf., NCOLTCL, etc.)	2,000	2,000	2,000	2,000		

Category	T6 Funds	T6 Funds	T6 Funds	T6 Funds	Pg. Ref.	Meets Priority
	2014-15	2015-16	2016-17	2017-18		
b. 2 Staff to NRC Directors Meeting @ \$600	1,200	-	-	-		
<b>TRAVEL SUBTOTAL</b>	<b>11,600</b>	<b>10,400</b>	<b>10,400</b>	<b>10,400</b>		
<b>D. SUPPLIES</b>						
1. Library: Book, Online Reference, and Film/Video Purchases	6,000	6,000	6,000	6,000	37	
2. Publications:						
a. Print Advertising and Newsletter Production Costs	200	200	200	200	37	
b. Joint Outreach Print Advertising Costs	250	250	250	250	37	
c. South Asia Resource Trunk Materials	100	100	100	100	37	
<b>SUPPLIES, SUBTOTAL</b>	<b>6,550</b>	<b>6,550</b>	<b>6,550</b>	<b>6,550</b>		
<b>E. OTHER</b>						
<b>1. Outreach to K-12, Media, Business, and the General Public</b>						
a. Outreach to K-12 Teachers & Students						
i. SA Language & Area Studies Training Workshops for Educators (3 per year @ \$1000 ea.) (speaker fees, participant per diem & materials)	3,000	3,000	3,000	3,000	26, 37	AP
ii. 1-week Summer Institute for K-16 Teachers (with Penn Area Centers) (speaker fees, participant per diem & materials)	2,000	2,000	2,000	2,000	25, 37	AP
iii. Master Teacher Fellowship (with Penn Area Centers) (training expenses or classroom materials)	1,000	1,000	1,000	1,000	26, 37	AP
iv. Flex Fund for Teacher Inservice Workshops and other training opportunities (4 per year @ \$500 ea.) (speaker fees, participant per diem & materials)	2,000	2,000	2,000	2,000	27, 37	AP
v. Asia Day Conference for High School Students (with Penn Center for East Asian Studies) Professional Services, venue, materials	1,000	1,000	1,000	1,000	25-26, 37	
vi. South Asia National Outreach Consortium (SANOC) Annual contribution to Book Award and NCSS booth	500	500	500	500	37	AP
vii. South Asia Resource Trunk Local travel, promotion and advertising	250	250	250	250	27, 37	AP
b. Outreach to Media, Business, and the General Public						
i. South Asia Music & Dance Performance in the Community SRUTI, Painted Bride Art Center, Crossroads Performance Series Professional Services for 1 @ \$1500	1,500	1,500	1,500	1,500	29, 37	
ii. Global Distinguished Lecture (with Penn Area Centers)	1,000	1,000	1,000	1,000	29, 37	
iii. Media workshops with the Pulitzer Center (with Penn Area Centers) (professional services & domestic travel for participants)	1,000	1,000	1,000	1,000	29, 37	
iv. International Women's Day Panel with One Book One Philadelphia (with Penn Area Centers) (speaker fees, participant per diem & materials)	1,000	1,000	1,000	1,000	29-30, 37	
v. Wharton India Economic Forum, Penn Microfinance Conference (speaker fees, participant per diem & materials)	1,000	1,000	1,000	1,000	29, 37	
<b>2. Post-secondary Outreach</b>						
a. Affiliated Faculty Program for SA or International Scholars in the Region						
i. Affiliated Faculty Lunch Series	1,000	1,000	1,000	1,000	33	CPP # 1
ii. AF Faculty stipends for course module development	3,000	3,000	3,000	3,000	33	CPP # 1
b. Collaborative Partnership with Community College of Philadelphia						
i. NEH South Asia Curriculum Initiative (speaker fees, participant per diem & materials)	2,000	2,000	2,000	2,000	28, 33	CPP # 1
ii. International Studies Program Faculty Development Initiative Professional services fees for co-curricular training ses: Faculty training stipends for course module developme	1,000 1,500	1,000 1,500	1,000 1,500	1,000 1,500	28, 33	CPP # 1
c. Collaborative Partnership with Cheyney University (HBCU) Professional services fees for co-curricular training ses: Faculty training stipends for course module developme	2,000 3,000	2,000 3,000	2,000 3,000	2,000 3,000	33	CPP # 1
d. Collaborative Partnership with Drexel University School of Education Professional services fees for co-curricular training ses: Faculty training stipends for course module developme	3,250 3,000	3,250 3,000	3,250 3,000	3,250 3,000	35-36	CPP # 2
<b>3. Undergraduate &amp; Graduate Curriculum &amp; Training</b>						
a. 'Global Competencies for the 21st Century' Alumni Initiatives & Certificate Development						
i. SA Alumni Consultant to Manage Global Career Activities, New Certificate Program (350 hours @ \$23.00/hr)	8,050	8,050	8,050	8,050	31	IP

Category	T6 Funds	T6 Funds	T6 Funds	T6 Funds	Pg. Ref.	Meets
	2014-15	2015-16	2016-17	2017-18		Priority
ii. Alumni Careers Spotlight Series					31	IP
Professional Services for 7 @ \$500	3,500	3,500	3,500	3,500		
Domestic Travel & Per Diem for 4 @ \$600	2,400	2,400	2,400	2,400		
International Travel & Per Diem for 3 @ \$1800	5,400	5,400	5,400	5,400		
iii. New Global Competency Certificate Program					31	IP
New Course Development Stipends (2 @ \$5000 ea.)	-	-	10,000	10,000		
b. STEM in South Asia Initiatives (Faculty leaders: Projit Mukharji, Deven Patel, George Cardona)					34	
i. Parahistoricities Conference					34	
Professional Services for 3 @ \$500	1,500	-	-	-		
International Travel & Per Diem for 3 @ \$1800	5,400	-	-	-		
ii. STEM in South Asia Lectures (2 per year)					34	
Professional Services for 2 @ \$300	600	600	600	600		
Domestic Travel & Per Diem for 2 @ \$600	1,200	1,200	1,200	1,200		
iii. Short-term Scholar-in-Residence Program for South Asia-based STM faculty					34	
Professional Services for 1 @ \$5000	-		5,000	5,000		
iv. Strengthening SA Coverage in the STEM Professional Schools					34	
Speaker fees for co-curricular training sessions	1,000	1,000	1,000	1,000		
Faculty training stipends for course module development	2,000	2,000	2,000	2,000		
c. Islamic South Asia Initiative (Faculty leaders: Jamal Elias, Ramya Sreenivasan, Terenjit Sevea)					34	
i. Theorizing Islam Workshop					34	
Professional Services for 2 @ \$500	1,000	-	-	-		
Domestic Travel & Per Diem for 2 @ \$600	1,200	-	-	-		
ii. Islamic South Asia Occasional Lecture Series					34	
Professional Services for 5 @ \$300	1,500	1,500	1,500	1,500		
Domestic Travel & Per Diem for 4 @ \$600	2,400	2,400	2,400	2,400		
iii. Qawwali Performance	-	-	-	4,000	34	
d. Initiative to Build and Strengthen Linkages with Education Organizations in South Asia (R. Sreenivasan, Toorjo Ghose, Femida Handy)					35	IP
i. Womens Empowerment in India: Institutions and Organizations Conference (with SP2)					35	IP
Professional Services for 9 @ \$500	4,500	-	-	-		
Domestic Travel & Per Diem for 9 @ \$600	5,400	-	-	-		
ii. Contemporary South Asian Archives Conference					35	IP
Professional Services for 7 @ \$500	-	3,500	-	-		
International Travel & Per Diem for 6 @ \$1800	-	7,200	-	-		
Domestic Travel & Per Diem for 1 @ \$600	-	600	-	-		
iii. Ashoka University student ambassadors in C.U. in India courses					32	IP
Professional Services for 3 @ \$300	-	900	900	900		
iv. IIT Hyderabad/Madras & Pondicherry French Institute linkages					34	IP
Professional Services for 2 @ \$500	-	-	1,000	1,000		
International Travel & Per Diem for 2 @ \$1800	-	-	3,600	3,600		
e. Visuality and New Media in South Asia Initiative (Faculty leaders: Michael Meister, Daud Ali, Rahul Mukherjee)					35	
i. International Modern and Global Contemporary Symposium					35	
Professional Services for 4 @ \$500	2,000	-	-	-		
Domestic Travel & Per Diem for 4 @ \$300	1,200	-	-	-		
ii. Environmental Media in South Asia Conference					35	
Professional Services for 6 @ \$500	-	3,000	-	-		
Domestic Travel & Per Diem for 6 @ \$600	-	3,600	-	-		
iii. 6-Lecture Series on Music Video Circulation Cultures					35	
Professional Services for 6 @ \$500	-	3,000	-	-		
Domestic Travel & Per Diem for 6 @ \$600	-	3,600	-	-		
iv. Conference: The Visual and The Material in South Asia					35	
Professional Services for 9 @ \$500	-	-	4,500	-		
Domestic Travel & Per Diem for 9 @ \$600	-	-	5,400	-		
f. Collaborative Partnership with Penn Graduate School of Education					35-36	CPP # 2
i. New Certificate in Mid-Career Doctoral Program (with Middle East Center)					35-36	CPP # 2
Course Development Stipends (1 @ \$5000 ea.)	5,000	5,000	5,000	5,000		
Consulting Fees	3,000	-	-	3,000		
Evaluation Professional Services Fees	-	-	3,000	3,000		
ii. Teacher Education Master's Program					35-36	CPP # 2
Speaker Fees for Special Topics Sessions	2,000	2,000	2,000	2,000		

Category	T6 Funds	T6 Funds	T6 Funds	T6 Funds	Pg. Ref.	Meets Priority
	2014-15	2015-16	2016-17	2017-18		
Summer Institute for Pre-service Teachers	2,500	2,500	2,500	2,500		
g. Daylong Language Pedagogy Workshops:					15, 36	
Professional Services for 1 @ \$1000	1,000	1,000	1,000	1,000		
Domestic Travel & Per Diem for 1 @ \$600	600	600	600	600		
h. South Asia Summer Language Institute (SASLI)					36-37	
Annual contribution to joint SA NRC activity	8,000	8,000	8,000	8,000		
<b>4. Program Evaluation</b>						
a. Independent Project Evaluator (L. Chisholm)					37, 44	
(130 hours @ \$23.00/hr)	3,000	3,000	3,000	3,000		
b. Year 4 External Evaluation	-	-	-	2,000	38	
<b>OTHER, SUBTOTAL</b>	<b>\$110,350</b>	<b>\$110,550</b>	<b>\$118,550</b>	<b>\$117,650</b>		
<b>F. TOTAL DIRECT COSTS</b>	<b>\$254,753</b>	<b>\$261,715</b>	<b>\$254,316</b>	<b>\$255,229</b>		
<b>G. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS</b>	<b>\$20,380</b>	<b>\$20,937</b>	<b>\$20,345</b>	<b>\$20,418</b>		
<b>TOTAL</b>	<b>\$275,134</b>	<b>\$282,653</b>	<b>\$274,661</b>	<b>\$275,648</b>	<b>\$1,108,095</b>	

**University of Pennsylvania  
National Resource Center for South Asia  
Foreign Language and Area Studies Fellowships**

	<b>GY1</b>	<b>GY2</b>	<b>GY3</b>	<b>GY4</b>	<b>Total</b>
<b>Academic Year</b>					
<u>Graduate Fellowships</u>					
Tuition: 7 Students @ \$18,000	126,000	126,000	126,000	126,000	504,000
Stipend: 7 Students @ \$15,000	105,000	105,000	105,000	105,000	420,000
<u>Undergraduate Fellowships</u>					
Tuition: 4 Students @ \$10,000	40,000	40,000	40,000	40,000	160,000
Stipend: 4 Students @ \$5,000	20,000	20,000	20,000	20,000	80,000
<b>Total, Academic Year</b>	<b>291,000</b>	<b>291,000</b>	<b>291,000</b>	<b>291,000</b>	<b>1,164,000</b>
<b>Summer</b>					
Tuition: 5 Students @ \$5,000	25,000	25,000	25,000	25,000	100,000
Stipends: 5 Students @ \$2,500	12,500	12,500	12,500	12,500	50,000
<b>Total, Summer</b>	<b>37,500</b>	<b>37,500</b>	<b>37,500</b>	<b>37,500</b>	<b>150,000</b>
<b>FLAS 4-YEAR TOTAL</b>	<b>328,500</b>	<b>328,500</b>	<b>328,500</b>	<b>328,500</b>	<b>1,314,000</b>



<b>APPLICATION WORLD REGION OR THEMATIC FOCUS</b> <b>FY 2014-2017</b>
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<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input type="checkbox"/>
<b>Middle East</b>	<input type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input type="checkbox"/>
<b>South Asia</b>	<input checked="" type="checkbox"/>
<b>Southeast Asia</b>	<input type="checkbox"/>
<b>Western Europe / Europe</b>	<input type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

<b>APPLICATION TYPE</b>
-------------------------

<b>Comprehensive NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

<b>Language</b>	<b>Eligible Now? Y/N</b>
<b>Bengali</b>	<b>Y</b>
<b>Gujarati</b>	<b>Y</b>
<b>Hindi</b>	<b>Y</b>
<b>Kannada</b>	<b>Y</b>
<b>Malayalam</b>	<b>Y</b>
<b>Marathi</b>	<b>Y</b>
<b>Panjabi</b>	<b>Y</b>
<b>Pashtu</b>	<b>Y</b>
<b>Tamil</b>	<b>Y</b>
<b>Telugu</b>	<b>Y</b>
<b>Tibetan</b>	<b>N</b>
<b>Urdu</b>	<b>Y</b>

**U.S. DEPARTMENT OF EDUCATION  
NATIONAL RESOURCE CENTER  
AND  
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS  
TITLE VI, HIGHER EDUCATION ACT OF 1965**

**PROPOSAL FOR GRANT PROJECT PERIOD  
AUGUST 2014 – AUGUST 2018**

**SOUTH ASIA CENTER  
UNIVERSITY OF PENNSYLVANIA**

## ABSTRACT

The South Asia Center asks the assistance of the US Department of Education in expanding and integrating its activities in three areas: **1) identifying 21st century global skills and implementing these into area studies curricula (AP); 2) expanding our institutional network of affiliated faculty and its impact on the teaching of South Asia in K-16 education (AP), with particular attention to increasing the number from area community colleges and minority-serving institutions (CPP#1); and 3) improving capacity to produce South Asia expertise at Penn, particularly in the professional schools, including STEM fields through enhanced linkages with Indian educational institutions (IP) and the Graduate School of Education's Mid-Career Doctoral Program in Educational Leadership (CPP#2).**

Penn's South Asia Center seeks to continue its long tradition of recognizing and offering innovative responses to new educational needs, producing excellence in South Asian foreign language acquisition, area studies education, and teacher training, and creating experts on South Asia who can serve as national resources in business, industry, government, education, STEM fields, and non-profit professions. Penn's South Asia Studies Department (SAST), the oldest in the country devoted specifically to the study of South Asia, has enabled Penn to train more students with area expertise and award more South Asia degrees than any comparable entity. We now seek help from USED to use this expertise to more effectively address pressing national needs for globally trained employees and to extend our linkages and outreach to additional institutional partners, both in the US and in South Asia. SAST grants BA degrees and language certificates, and MA and PhD degrees are awarded by the Department's extended South Asian Regional Studies Graduate Group (SARS). SARS includes faculty throughout the Humanities and Social Sciences, and in three of Penn's professional schools, reflecting remarkable academic breadth and scholarly diversity. New institutional commitments to the growth of Penn's Institute of Advanced Study in India (UPIASI), now in the planning stages, will further enhance Penn's ability to develop its linkages with overseas institutions of higher education (IP).

Penn offers leadership in language pedagogical methods and teaches more modern South Asian languages than any other institution of higher education in the United States. Penn supports this language study with over 150 unique South Asia area courses, unrivaled library research collections, and the integration of area studies within Penn's 12 professional schools through Penn's global strategic framework, student internships, study tours, practicums and clinical experiences, certificate programs, conferences, and growing institutional affiliations with educational partners in South Asia (IP). A new hybrid domestic/overseas course model designed to address changing student educational needs, and an initiative to utilize successful alumni working in South Asia-related careers to identify ways of better preparing graduates with essential 21<sup>st</sup> c. global skills, are among the Center's cutting-edge responses to national needs.

SAC's highly regarded outreach programs address the needs of teachers both locally and nationally through its Summer Institutes and workshops (AP), offer intensive language training to high school students, and attract rapidly growing constituencies. Building on this, the South Asia Center seeks USED assistance to partner with Drexel University's School of Education (CPP#2) and to expand our existing Affiliated Faculty network—which enables area faculty to benefit from Penn's South Asia area studies expertise and library resources—by expanding partnerships with minority-serving institution Cheyney University (CPP#1) and the Community College of Philadelphia (CPP#1). We also seek support to increase the integration of area studies into Penn's professional schools, with particular emphasis on STEM fields and the Graduate School of Education's Mid-Career Doctoral Program in Educational Leadership (CPP#2).

### Acronym Key

AIAS	American Institute of Afghanistan Studies	ISB	Indian School of Business
AIBS	American Institute of Bangladesh Studies	JMIU	Jamia Milia Islamia University
ACTFL	American Council on the Teaching of Foreign Languages	MSI	Minority Serving Institution
AF	Affiliated Faculty	NCOLTCL	National Council of Less Commonly Taught Languages
AIIMS	All India Institute of Medical Sciences	NEH	National Endowment for the Humanities
AIS	American Institute of Indian Studies	OPI	Oral Proficiency Interview
AIPS	American Institute of Pakistan Studies	PLC	Penn Language Center
AISLS	American Institute of Sri Lankan Studies	PMA	Philadelphia Museum of Art
CASI	Center for the Advanced Study of India	RLG	Research Library Group
CCP	Community College of Philadelphia	SA	South Asia
CRL	Center for Research Libraries	SAC	South Asia Center
CU	Credit Unit	SALTA	South Asian Language Teacher's Association
CURF	Penn's Center for Undergraduate Research and Fellowships	SP2	School of Social Policy and Practice
EAP	Penn's Office of Equity and Access Programs	SARS	Graduate Group in South Asia Regional Studies
FTE	Full-time Equivalent	SAS	School of Arts and Sciences, University of Pennsylvania
GSE	Graduate School of Education	SASLI	The South Asia Summer Language Institute
HBCU	Historically Black Colleges and Universities	SAST	South Asia Studies Department
HSSC	History and Sociology of Science Department	STEM	Science, Technology, Engineering, Mathematics
IED	MSEd Degree in International Educational Development	STM	Science, Technology, Medicine
IIT	Indian Institute of Technology	UPIASI	University of Pennsylvania Institute for the Advanced Study of India
ILL	Inter Library Loan	WIEGO	Women in Informal Employment: Globalizing and Organizing

**UNIVERSITY OF PENNSYLVANIA  
SOUTH ASIA CENTER**

**Table of Contents**

SUPPLEMENTAL INFORMATION STATEMENTS appended to Federal forms

GEPA Statement appended to Federal forms

BUDGETS A1-A5

ABSTRACT: Penn and South Asia Studies B1

1. UNIVERSITY'S COMMITMENT TO THE STUDY OF SOUTH ASIA C1

2. CURRICULUM DESIGN C6

3. NON-LANGUAGE INSTRUCTIONAL PROGRAM C10

4. LANGUAGE INSTRUCTION PROGRAM C13

5. SOUTH ASIA COLLECTIONS IN THE UNIVERSITY LIBRARIES C17

6. STAFF RESOURCES C20

7. OUTREACH ACTIVITIES C24

8. PROGRAM PLANNING AND BUDGET C30

9. IMPACT AND EVALUATION C38

10. FLAS AWARDEE SELECTION PROCEDURES C47

11. COMPETITIVE PRIORITIES C49

APPENDICES

A. Course List D1-D7

B. Faculty/Staff Profiles E1-E31

C. Performance Measures Forms (PMFs) F1-F3

D. Letters of Support

## **1. UNIVERSITY'S COMMITMENT TO THE STUDY OF SOUTH ASIA**

The cultivation of South Asian language and area studies expertise has a long and distinguished history at the University of Pennsylvania, and the University's South Asia faculty, degree programs, language offerings, scholarship, and outreach are widely recognized as national and international resources. At the same time, the South Asia Center's commitment to innovation and its long history of responding to changing student educational needs and new trends in scholarship have kept it at the cutting edge. Penn's South Asia Center is a pioneer in devising new models for academic study abroad, offers leadership in language pedagogical methods, is one of the few institutions nationally to actively support the study of the South Asian Islamic humanities and the languages, histories, and cultures of Afghanistan and Pakistan, and is currently carrying out new curricular initiatives in response to growing demands in STEM fields, business, industry, government, and education for globally trained and certified graduates.

Academically rooted in the Department of South Asia Studies, the nation's first department devoted solely to the study of South Asia, Penn is heir to the oldest articulation of area studies in the United States, dating back to 1948, and to a tradition of Sanskrit philology inaugurated in 1880. South Asia Studies has educated more students and awarded more degrees than any other comparable entity. Penn has built unrivaled library research collections for South Asia and has established the prototype for interdisciplinary programs in this field. Graduates of the program hold faculty positions in a wide range of American and overseas colleges and universities, where they have helped establish similar centers of study. Many have entered the US Department of State and other government organizations. Others have joined domestic and international non-profits, the press, philanthropic organizations, and businesses with interests in South Asia. Today, Penn supports four administrative units focused on the study of South Asia:

the South Asia Center (SAC), the Department of South Asia Studies (SAST), the South Asia Regional Studies Graduate Group (SARS), and the Center for the Advanced Study of India (CASI), the only research unit dedicated to the study of modern India in the US.

The University is firmly committed to building on Penn's legacy as a preeminent center for the study of South Asia and is actively addressing newly emerging needs and areas of research. This includes a new India strategy, currently in planning stages, that would involve a cluster hire of 3-5 new India faculty positions over the next 5-7 years across a broad range of disciplines (history, literature, archeology, political science, economics, even the natural sciences), along with an expansion of Penn's Delhi-based Institute for the Advance Study of India (UPIASI), established in 1997. Five faculty members have joined SAST in the past four years (R. Sreenivasan and T. Sevea as standing faculty; J. Pien, M. Menai, and L. Obrock as full time lecturers in Hindi, Urdu, and Sanskrit). These scholars enrich the disciplinary coverage in history, religion and literature, and introduce new and vital areas of expertise, specifically in gender, colonialism and modernity, and modern Islamic South Asia. In addition, new standing faculty South Asianist hires in the Departments of History & Sociology of Science (P. Mukharji), English/Cinema Studies (R. Mukherjee), and Music (J. Sykes) have added new expertise in the history of science, new media, and ethnic conflict in post-tsunami and late-war Sri Lanka.

Seeking to continue our tradition of anticipating new curricular and professional training needs, the South Asia Center asks the assistance of USED in expanding and integrating its activities in three areas: **1) identifying 21st century global skills and implementing these into area studies and disciplinary curricula (AP); 2) expanding our institutional network of affiliated faculty and its impact on the study of South Asia in K-16 education (AP), with particular attention to increasing the number from area community colleges and minority-**



**serving institutions (CPP#1); and 3) improving capacity to produce South Asia expertise in Penn's professional schools, including in STEM fields through enhanced linkages with Indian educational institutions (IP), and in the Graduate School of Education (GSE) (CPP#2).** Our activities highlight new areas of research interest (e.g. STEM in South Asia; Visuality and New Media), provide new study abroad opportunities tailored to changing student needs; and strengthen partnerships with Penn's GSE and Philadelphia Community College (CCP). Together with the other Penn NRCs, we will begin new curricular initiatives with MSI/HBCU Cheyney University and with Drexel University's Teacher Education programs.

Penn President Amy Gutmann's longstanding priority to engage globally has deepened with the appointment of Vice Provost for Global Initiatives Ezekiel Emmanuel in 2011. His office provides strategic direction for Penn's global endeavors and supports cross-school collaborations to integrate knowledge to address key issues. World regions are a major part of Penn's global strategic framework, with funds dedicated to supporting activity in South Asia. A major conference on "India and Innovation" held in 2013 involved five of Penn's nine highly regarded professional schools and has resulted in a volume to be published by Oxford University Press. The interdisciplinary faculty group that grew out of this is now working with the University to develop a more coherent India strategy at Penn to expand opportunities for research and institutional partnerships in India. Finally, two new units promise exciting opportunities for expanded global inquiry at Penn: the new Ronald O. Perelman Center for Political Science and Economics, which will house several major interdisciplinary global Centers, including CASI, and the University's new Perry World House (opening in 2016).

**1A.1 University funds for the study of South Asia have increased 16.5% since 2009,** to nearly \$21 million: South Asia Endowment (\$10 mil.); W. Norman Brown Chair in South Asia

Studies (\$3.1 mil.); CASI endowed funds (\$3.7 mil.); M.L. Sobti Chair (\$2.6 mil.); Visvabharati Fund (\$318,000); Briton Martin Fund (\$413,000); Zwicker Fund (\$361,000); and Ballagh Fund (\$215,000). The Provost's Global Engagement Fund also seeds cross-disciplinary projects that further Penn's global initiatives.

**Table 1A.1: Institutional Support for South Asia Studies at Penn, 2005-2013**

<b>SALARY &amp; BENEFITS:</b>	<b>Fiscal Year 2005</b>	<b>Fiscal Year 2009</b>	<b>% Change 2005-09</b>	<b>Fiscal Year 2013</b>	<b>% Change 2009-13</b>
Language Instruction	\$506,000	\$535,200	5.8%	\$568,500	6.2%
Area Studies Instruction*	\$1,620,000	\$1,595,700	-1.5%	\$1,504,200	-5.7%
SAST and SAC Administrative Staff	\$85,700	\$88,400	3.2%	\$138,000	56.1%
SAC Outreach Staff	\$20,100	\$37,800	88.3%	\$39,500	4.5%
Library Staff**	\$124,000	\$131,700	6.3%	\$122,270	-7.2%
<b>NON-SALARY CONTRIBUTIONS</b>					
Library acquisitions	\$115,500	\$109,700	-5.0%	\$134,300	22.4%
Operating Expenses	\$86,200	\$86,100	-0.1%	\$122,600	42.4%
<b>Student Support</b>					
Average per-student non-FLAS fellowship support for graduate students specializing in South Asia	\$15,500	\$25,800	66.4%	\$28,900	12%
<b>TOTAL</b>	<b>\$2,573,000</b>	<b>\$2,610,500</b>	<b>1.5%</b>	<b>\$2,657,100</b>	<b>1.8%</b>

\*Slight decrease is due to the natural replacement of two retiring senior faculty with early-career faculty.

\*\*Decrease is due to the 2011 replacement of senior SA bibliographer D. Nelson with early-career P. Sohoni.

### **1A.2 Penn commits substantial resources to South Asia undergraduate and graduate**

**degree programs** (BA, MA, PhD). Multi-disciplinary cross-school curriculum includes approx.

**150 courses** annually on South Asia (50-70 language and 80-100 non-language) (see Appx. A).

### **1A.3 The South Asia library's operating budget** (FY 2013) is \$134,300, in addition to

general library budget purchases (see **5B**), an increase of 22% over 2009. A full-time, dedicated

South Asia Bibliographer and 3 part-time staff are supported. The **Penn Museum** is home to a

priceless South Asia collection and with SAC collaborates with the Philadelphia Museum of

Art's Indian and Himalayan Art Department, where Penn PhD graduate D. Mason is Curator.

### **1A.4 Penn is affiliated with numerous institutions in South Asia.** Eleven formal agreements

between Penn and Indian institutions are currently in place. We are a founding member of the

American Institutes of Indian (AIIS), Pakistan (AIPS), Sri Lanka (AISLS), Afghanistan

(AIAS), and Bangladesh (AIBS) Studies. With help from SAC, Wharton's Lauder Institute has successfully integrated a Hindi Track in its joint MA/MBA degree program, with Hindi immersion program in India arranged by AIIS. Wharton's strong institutional partnership with the Indian School of Business in Hyderabad supports research, teaching exchanges and an MBA Global Consulting Practicum. Wharton also offers a certificate program for high-potential business leaders in India, the Accelerated Development Program (ADP). SAS and CASI support UPIASI in New Delhi, with plans underway for significant expansion. GSE's International Educational Development M.S. Ed. Program and CASI offer student internships in India. The Annenberg Center for Global Communication Studies has partnered with CASI and Jamia Millia Islamia University in Delhi to organize conferences, and has made research grants on Internet policy to institutions in India and Pakistan. Several professional school programs offer clinical experiences in India. The School of Social Policy and Practice (SP2) partners with Nitte University (Mangalore) and Kolkata-based NGOs to run annual faculty-led study tours. The Global Health program's medical students do rotations in India with the All India Institute of Medical Sciences (Delhi) and Christian Medical College (Vellore). The Nursing School partners with IKP Centre for Technologies in Public Health (Hyderabad) to pilot Rural Micro Health Centres in Tamil Nadu. The School of Engineering partners with Ashoka University in Haryana.

**1A.5 Penn provides crucial institutional support for outreach activities**, a total of \$75,248 last year (personnel, lecture, and event costs). The **Penn NRC Outreach Team** meets bi-weekly to organize collaborative cross-regional outreach programs, and in 2014 won Penn's University-wide Models of Excellence Award for "notable staff member accomplishments at Penn that reflect initiative, leadership, increased efficiency, and a deep commitment to service."

**1A.6 Penn provides extensive scholarship assistance to undergraduate students.** In AY13–14, Penn awarded over \$180 million in grant aid. Unlike most other universities, there are no loans in a Penn aid package, making it possible to graduate debt-free. The average aid package for incoming awarded freshmen in 2013 was \$44,772. This includes many students who gain expertise on South Asia. SAC recently received a \$15,000 Provost’s grant (1A.1) to provide need-based travel fee waivers to undergraduates in our new C.U. in India program (2B.2)

**1B Financial support for graduate students has increased.** Penn is competitive with the best-endowed graduate schools. Students receive 5-year Benjamin Franklin Fellowships, plus three additional summers of funding to support language study or predissertation travel, with each package currently worth \$314,790 (11% increase over 2009). Fellowships require two years of teaching assistantships and pedagogical training that strengthens our educational mission. FLAS fellowships may add a sixth year of funding. Briton Martin, Visvabharathi, and other SAST fellowships, and SAS dissertation completion fellowships are also competitively available to PhD students. The University provides funds to match a student’s FLAS fellowship. Matching funds have increased from an average of \$24,606 in 2009 to \$28,980 per student in 2014 (12%).

## **2. CURRICULUM DESIGN**

**2A.1** In addition to SAST’s major and minor, global concentrations (including South Asia) are available to majors in International Relations, Health and Society, English, Gender Studies, Wharton’s highly regarded Huntsman International Studies & Business dual degree program, and in the College of Liberal and Professional Studies. South Asia courses attract majors in International Relations, Political Science, History, Religious Studies, History and Sociology of Science, Economics, Engineering, Linguistics, and Business; many choose to double-major.

**2A.2 SAST’s 12-course major emphasizes disciplinary and linguistic skills.** Foundational

courses (2 units) provide an introduction to the study of South Asia; a disciplinary concentration (3 units) ensures sustained engagement with a primary tradition of inquiry; and a breadth requirement (3 units) provides a range of approaches to regional study. A **general language requirement (4 course units) has long been required of all Arts & Sciences and Wharton undergraduates**; the SAST Major also requires intermediate-level proficiency in a South Asian language. SAST courses are grouped in five disciplinary areas (for Course Listing, see Appendix A). The popular undergraduate minor requires 6 courses. SAST also offers a language certificate (see Section 4) for students pursuing advanced proficiency.

**2A.3** Graduate instruction is coordinated by the SARS Graduate Group, which includes faculty from humanities and social science disciplines as well as professional schools (see Appendix B). GSE offers an MEd degree in International Educational Development, with a South Asia concentration; **SAC and the Middle East Center will introduce a new certificate in GSE's Mid-Career Doctoral Program during the grant cycle (see 8iii).** Most SAST graduate courses are cross-listed with and attract students from other departments and professional schools, including Anthropology, Art History, Comparative Literature, Education, English, GSE, History, History and Sociology of Science, Landscape Architecture, Media Studies, NELC, Philosophy, Political Science, Religious Studies, and SP2. A **Hindi track** is available in the Lauder joint MA/MBA program. Global (including South Asia) concentrations are available in the Organizational Dynamics Masters program, and in the Schools of Communication, Education, Law, Nursing, and Social Work.

**2A.4** The SARS Graduate Group awards both **MA** and **PhD** degrees and attracts exceptional students worldwide. Candidates for the MA develop a broad knowledge of disciplines relevant to the study of South Asia and competency in a South Asian language at an Intermediate-High level

equivalent to a minimum of two years of study. They sit for comprehensive examinations and complete a research requirement (seminar paper or Master's Thesis involving original research and the use of a South Asian language). The PhD requires 20 course units: 10 CUs in disciplinary courses, of which at least 4 should be in a discipline chosen for specialization; 4 in advanced-level courses in a South Asian research language and 2 in a second South Asian language; and 4 electives. Students pass a PhD qualifying exam (second year), a candidacy exam (after coursework), and a final dissertation defense. In addition to formal coursework, PhD students typically spend one or two summers and/or one academic year engaged in advanced language training abroad, and at least one year abroad doing fieldwork in South Asia. Students attend bi-weekly South Asia Colloquia, during which they make research-related presentations at least twice during the course of their study. Evidence of the high quality of our graduate programs is demonstrated by the high number of our MA students who go on to gain admission to prestigious PhD programs, and the career successes of our MA and PhD graduates (see 9E).

**2B.** See **2A.3** and **2A.4** above.

**2B.1 The Penn Office of Career Services provides extensive academic and career advising,** including on-campus career fairs, on-campus recruiting, the PennLink online job and internship search system, and many specialized resources such as an Asia Pacific Recruiting information web page of opportunities to work with organizations in that region. Career Services offers numerous specialized on-campus career fairs such as the “International Opportunities Fair” and “Policy and Government Careers”. A **Virtual International Opportunities Fair is available to** Penn students and alumni. SAST undergraduate majors and minors work directly with SAST faculty advisors, and a student Undergraduate Advisory Board provides feedback on the program. SARS Graduate Group faculty members advise and supervise dissertations for SAST

and other graduate students studying South Asia, provide regular grant-writing and methods workshops, and offer opportunities for mock job talks and interviews. MA and PhD students successfully pursue a variety of careers (see **9E.2**). SAC publicizes a variety of national and international job opportunities via its weekly email listserv and monthly newsletter.

**2B.2 Field research in South Asia is mandated in the SAST PhD program and supported for master's students and undergraduates (see 2A.4).** Our graduate students are regularly awarded fellowships for fieldwork and language study abroad, including awards from Fulbright-Hays, AIIS, AISLS, Library of Congress, and SAS. CASI and SAST also award undergraduate and graduate summer research travel grants, and the Center for Undergraduate Research & Fellowships (CURF) offers support for research in South Asia. Wharton offers MBA students a Global Consulting Practicum in India. The Medical School's Global Health and Nursing degree programs offer clinical training opportunities with partner institutions in India (see **1A.4**)

Following feedback that Penn students were seeking shorter-term options overseas, SAC has designed an innovative new program for undergraduates that will pilot in academic year 2014-15. The **C.U. in India program** is a hybrid, domestic/overseas course series featuring yearlong, 2-credit unit (C.U.) courses in which students meet weekly at Penn in the fall and spring terms, and travel to India with their instructor for 2 weeks over the winter break to engage course topics on the ground. Interest in the new program is high, with 47 students applying for 24 available seats in our first cycle. The Penn Abroad office helps to arrange semester-long study abroad opportunities for undergraduates at various higher education institutions in India and Nepal, including the pre-approved Alliance for Global Education: Contemporary India in Pune program, and accepts petitions for credit for a wide range of other institutions' programs such as the SIT Study Abroad programs. CASI awards competitive summer internship placements and

summer research travel funds to Penn undergraduates. Professors in the Business, Social Work, Nursing, and Engineering Schools lead seminars with travel components to South Asia. Last year, a total of 138 students took courses or engaged in research in South Asia: Bangladesh (8), India (123), Nepal (6), and Sri Lanka (1), including 11 CASI student internships with the Chintan Environmental Research and Action Group (New Delhi), Aravind Healthcare System (Madurai), and others. In summer 2014, 16 students are interning in India and 4 in Nepal.

**2B.3** We strongly recommend and support study in intensive summer programs at institutions in South Asia and in the US, including SASLI and UC Berkeley's Urdu Language Program in Pakistan (**See 4B**). Information is made available at the annual "International Opportunities Fair," through faculty advising, and via targeted emails, and funding is often made available.

### 3. NON-LANGUAGE INSTRUCTION PROGRAM

**Table 3A.1: Number of Non-Language Teaching Faculty (2014-15) and Unique Courses (2012-15)**

Discipline	Focus of South Asia Teaching Faculty by Discipline, 2014-15		Number of Unique Non-Language Courses Taught, 2012-15 <sup>1</sup>			
	100% SA focus	10-99% SA focus	100% SA content		25-99% SA content	
			UG	G	UG	G
Humanities <sup>2</sup>	12	6	32	9	23	17
Social Sciences <sup>3</sup>	7	9	14	6	18	10
Professional Schools <sup>4</sup>	0	10	0	6	5	21
<b>Totals:</b>	<b>19</b>	<b>25</b>	<b>46</b>	<b>21</b>	<b>46</b>	<b>48</b>

<sup>1</sup>Courses with both graduate and undergraduate enrollments are counted only once.

<sup>2</sup>Includes courses in Cinema Studies, History, History of Art, English, Music, Religious Studies, and some in S. Asia Studies.

<sup>3</sup>Includes courses in Anthropology, Asian American Studies, Economics, Gender and Women's Studies, History and Sociology of Science, International Relations, Political Science, Sociology, Urban Studies, and some in SA Studies.

<sup>4</sup>Includes courses in Wharton School of Business, Graduate School of Education, School of Design, Law School, Annenberg School for Communications, and School of Social Policy and Practice.

**3A.1 Disciplinary and professional breadth is provided by 44 faculty in 10 departments and 6 professional schools.** Faculty teach 60-70 non-language courses with 100% South Asia content, and 90-100 additional courses with 25-99% South Asia content, as shown in Table 3A.1. Our students choose from an extraordinary range of courses (see Appendix A), including those taught by professional school faculty with South Asia expertise.



**3A.2 Several Penn programs and Schools offer courses and allow degree concentrations focusing on South Asia (see 2.A.3).**

**3B Specialized and advanced courses on South Asia are offered in SAST and disciplinary areas,** including Anthropology, Education, English, History, History of Art, Music, Political Science, and Religion (see Appendix A). In addition, advanced undergraduates frequently arrange independent studies with South Asia faculty on specialized topics and may enroll in graduate-level South Asia seminars with permission of the instructor.

**3C Interdisciplinary courses with South Asia content are offered across the University. We cross-list more than 75 non-language courses between two or more departments.** This provides a genuinely interdisciplinary program for SAST majors and minors. SAST PhD students must demonstrate expertise in at least one disciplinary methodology and broad knowledge of allied disciplines. Health and Society majors can choose from a range of South Asia courses for a Global Health concentration.

**3D.1** Non-language SAC faculty as of 2014-15 total 44, including: **30 standing faculty; 2 full-time senior lecturers; 2 post-doctoral fellows; 7 part-time; and 3 visiting faculty** (see Appendix B). The collective faculty strength ensures that all major disciplines and geographic areas are represented in the curriculum, and that students with special research interests can find appropriate advisors. As mentioned in **1A.2**, new faculty hires across the university have renewed vital disciplinary strengths and added new areas of concentration. P. Mukharji's hire in the History and Sociology of Science Department, together with T. Ghose and F. Handy (SP2), has expanded the South Asia focus in Global Health programs across Penn's professional and pre-professional programs. His hire has institutionalized a South Asia concentration in Penn's thriving interdisciplinary Health and Societies major and has led to a second non-Western

tenure-track hire in that department. New SAST appointments (R. Sreenivasan and T. Sevea) have enhanced disciplinary strengths in History and Religious Studies, and have introduced new strengths in the broader Indian Ocean region and in gender in South Asia. Sevea's recent hire, which complements J. Elias' presence in Religious Studies, firmly establishes Penn as one of the top institutions to study Islam in South Asia, recognizing the sustained and growing interest among heritage students and the general student body as a result of the US's intense involvement in the region. Ali, Spooner, Kaul, and Hall provide area and extended regional (Punjab and Kashmir) capacity to Afghanistan and Pakistan Studies, complemented by our strong language offerings in Urdu, Pashto, Indo-Persian, and Arabic. Penn is a preeminent center for South Asian art and performance studies due to the presence of M. Meister and A. Miner, and the University has demonstrated its commitment to widening South Asia humanities expertise outside of SAST with the recent hires of J. Sykes in Music and R. Mukheree in English/Media Studies. A. Loomba contributes significantly to feminist studies and, with S. Kaul, to postcolonial studies. Pre-professional South Asia training is enhanced by faculty across SAS and professional school programs. Post-doctoral Fellow, A. Ghaffar-Kucher, teaches South Asia content courses in the GSE's IED master's program.

Funds from a variety of additional resources enable us to further enhance our excellent non-language instructional program. The Provost's Global Engagement Fund and the Dean's South Asia Fund provide funds to bring visitors to undergraduate and graduate courses. Dr R. Sundaram of Mysore teaches Indian Folklore in addition to advanced readings in Telugu and Kannada, and Dr R. K. Sharma of Delhi teaches Traditional Medicine in South Asia in addition to advanced readings in Sanskrit. Dr S. Moodithaya, Director of the Justice K. S. Hedge Institute of Management, Nitte University, Nitte, India, visited Handy's microfinance course. CASI,

Wharton, SP2, Nursing, and GSE regularly invite academics, business leaders, and policy makers to visit, enriching our academic programming.

**3D.2 PhD students receive systematic training as part of their mandatory teaching assistantships.** Graduate teachers are required to attend a 4-day intensive training seminar on pedagogic methods. Faculty instruct teaching assistants on specific pedagogical techniques for introducing unfamiliar South Asia material to undergraduates, and our PhD students regularly teach undergraduate courses in Penn's LPS College to gain teaching experience.

#### **4. PENN'S LANGUAGE INSTRUCTION PROGRAM**

**4A.1** Penn offers the largest number of South Asian languages available anywhere in the US, with 12 modern languages taught on a regular basis at multiple levels, and additional languages offered as needed to support the research of our graduate students (e.g. Bhojpuri in 2008, Sinhala and Pali in 2011, Indo-Persian in 2011-12 and 2014). R. Sreenivasan is Language Coordinator. Several SAST standing faculty teach South Asia languages and literatures courses (see **4C.1**). D.Ali and D. Patel are continuing Penn's historic leadership in Sanskrit studies, with L. Obrock recently hired as an additional full-time Lecturer in Sanskrit. The appointment of R. Sreenivasan, together with full-time Lecturers J. Pien (Hindi) and M. Menai (Urdu) enhances Penn's eminent Hindi-Urdu program. Penn's Pashtu language initiative remains steady (see chart **4B**); ACTFL-certified language instructor Dr Umme Adeel will begin teaching Pashtu in AY 14-15. Tibetan language was added in AY 13-14; we seek funds to seed its permanent incorporation (see **8 iv**).

**4A.2** For 2013-14 enrollments, see **Table 4B** (below).

**4B** Six languages are regularly offered through the advanced level (see Table **4B** below for 2013-14), with additional advanced courses in other languages offered on student demand (see **4C.1**). SAST offers an undergraduate **Language Certificate** to encourage advanced language

study, requiring three CUs of language instruction beyond Intermediate; 8 students have completed the certificate in the past 2 years. In addition to language coursework at Penn, our students regularly enroll in language programs outside the institution to enhance their skills, often with financial support. Between 2010 and 2013, 35 students completed summer or academic year programs offered by AIIS (22 students), SASLI (8 students), and other overseas language programs (5 students). Penn's Lauder Institute has hired A. Dwivedi as full-time Lecturer in Hindi; SAST and SAC provide Lauder with area studies instructors and South Asia resources. The Lauder Hindi program, which includes summer immersion and four-semester at Penn, produces graduates at the ACTFL Superior level of oral proficiency.

**Table 4B: Representative Distribution of Modern South Asian Language Enrollments, 2013-14**

Language	Beginning	Intermediate	Advanced	Business	TOTAL
Bengali	5 (F 3 + S 2)				5
Gujarati	8 (F 4 + S 4)	2 (F 1 + S 1)	1 (F 1 + S 0)		11
Hindi	14 (F 7 + S 7)	29 (F 15 + S 14)	5 (F 2 + S 3)	27 (F 13 + S 8, Summer 6)	75
Kannada	4 (F 3 + S 1)	3 (F 2 + S 1)	5 (F 2 + S 3)		12
Malayalam	7 (F 4 + S 3)				7
Marathi	9 (F 4 + S 5)	5 (F 0 + S 5)			14
Punjabi	3 (F 2 + S 1)	6 (F 3 + S 3)			9
Pashtu	2 (F 1 + S 1)		1 (F 0 + S 1)		3
Tamil	11 (F 7 + S 4)	5 (F 2 + S 3)	2 (F 2 + S 0)		18
Telugu	3 (F 3 + S 0)	3 (F 0 + S 3)			6
Tibetan	2 (1 F + 6 S)				6
Urdu	6 (F 4 + S 2)	5 (F 2 + S 3)	17 (F 13 + S 4)		28
<b>TOTAL</b>	<b>79 (F 43 + S 36)</b>	<b>58 (F 25 + S 33)</b>	<b>29 (F 18 + S 11)</b>	<b>27 (F 13 + S 8 + Su 6)</b>	<b>195</b>

**4C.1** Each language has a dedicated, experienced, and qualified instructor. Following the advice given in SAST's 2011 External Review, we have committed to a long-term plan to further increase the professionalization of the instruction of those languages that are directly relevant to SAST's larger curricular mission. This involves hiring the top candidates into full-time Lecturer positions (renewable every 4 years) in those languages which represent major languages of the region aligned with standing faculty teaching and research interests. These include: Hindi (Pien was hired in 2012, supporting Sreenivasan), Urdu (Menai was hired in 2013, supporting Sevea

and Elias), Sanskrit (Obrock will join in Fall 2014, supporting Patel and Ali); and a specialist in Dravidian languages (to be hired, supporting Mitchell and Ali). A fifth full-time Lecturer will be hired according to the specialization of our next tenure-track appointment in South Asian literatures (expected 2014-15). All other languages will continue to be offered through the **Penn Language Center (PLC)**, which allows us to teach languages with limited enrollments both flexibly and economically. Bengali, Gujarati, Kannada, Malayalam, Marathi, Punjabi, Pashtu, Tamil, Telugu, and Tibetan are currently taught in PLC (see Appendix A); Tamil and at least one other language will be taught by a full-time Lecturer in the next 2 years. We also annually employ Fulbright Language Teaching Assistants in Pashtu and other languages as requested. SAST standing faculty conduct advanced reading courses for graduate students as needed: Ali (Sanskrit, Tamil), Patel (Sanskrit, Gujarati, Hindi), Sreenivasan (Hindi, Rajasthani), Mitchell (Telugu), and Elias (Indo-Persian), as do our regular visiting faculty members R.K. Sharma (Sanskrit) and Rallapalli Sundaram (Telugu and Kannada).

**4C.2 Language teaching staff are introduced to the most recent advances in instructional technology and methodology.** South Asian language faculty members are experienced. SAST requires them to attend one intensive South Asia-specific workshop and one Penn Language Center pedagogy seminar per year. The Penn Language Center offers a Certificate in Instructional Technologies and Online Learning to Penn instructors who are planning a blended, flipped or online course. Penn requires new instructors to attend an intensive weeklong training in language pedagogy. All instructors receive Oral Proficiency Interview training; many are certified OPI testers. Penn's Hindi and Urdu faculty have trained approximately 150 high school students and 40 teachers in our **eleven successful STARTALK summer institutes** offered since 2009 (2 teacher training institutes and 9 high school student programs) and have secured funding

for a combined Hindi-Urdu program in summer 2014. STARTALK grants allow SAC to offer substantive language outreach services for area high school students. Our faculty serves on national committees; K. Hall is on the AIIS Executive Committee and V. Renganathan is on the Executive Committee of the South Asia Language Teachers Association (SALTA), a member organization of the NCOLTCL. We support the **South Asia Summer Language Institute (SASLI)**, a collaborative effort in which all South Asia NRCs participate (see **8iv**).

**4D.1 Penn is a leading proponent of performance-based instruction and assessment in South Asian language pedagogy.** The SAC achieved its goal of providing professional development for our all members of our language faculty in strategic pedagogical areas: 100% of full-time and 90% of part-time language faculty members attended five intensive weekend language workshops on standards-based instruction, action research, differentiated instruction, and assessment between 2010-14. Standards-based instruction is now the norm. Evaluation tools used by all Penn faculty include the Oral Proficiency Interview (OPI), in addition to traditional paper-and-pencil tests. Songs, plays, and language games are integrated into Penn's language acquisition process. Elementary, Intermediate, and Advanced language courses meet for a minimum of 4 contact hours per week, and emphasize "content-based" language instruction. Authentic materials and authentic tasks are integrated into the curriculum.

**4D.2 Penn's School of Arts and Sciences has appointed a noted language pedagogy expert, Dr Christine Frei, as Executive Director of Language Instruction for the School of Arts and Sciences.** In this capacity she will oversee all modern language instruction in the School. Dr Frei reports directly to the School's Dean and is in the process of strengthening the requirements for the hiring, retention, and promotion of all foreign language lecturers. This initiative will significantly enhance what is already a strong program in South Asian languages at Penn. **We**

**benefit greatly from the Penn Language Center's infrastructure and its well-equipped media-smart laboratory facilities, and extensive library of language teaching and AV materials to offer state-of-the-art instruction and individualized learning (see 4A.1 & 4C.1).**

**4D.3 SAST's language proficiency requirements are stated in terms of proficiency levels (not seat time):** BA: Intermediate-Mid level performance in all 4 language skills; MA:

Intermediate-High performance in all 4 language skills; PhD: High-Advanced proficiency in 1 South Asian language, Intermediate proficiency in a 2<sup>nd</sup> South Asian language, and professional level reading knowledge of a 3<sup>rd</sup> language intended for research. We use OPI and our own integrated proficiency tests to measure the development of language proficiency.

## **5. SOUTH ASIA COLLECTIONS IN THE UNIVERSITY LIBRARIES**

**5 A.1. Print Collections:** The Library's South Asia print collection, built over nearly 200 years, exceeds 700,000 volumes and is one of the finest South Asia collections anywhere in the world. Research-level materials are collected in Anthropology, Archaeology, Art, Cinema Studies, History, Linguistics, Literature, Philosophy, Political Science, and Religion, with additional scholarly works in Economics, Globalization, Health and Policy. In addition to European languages, the Library maintains research-level language collections in Sanskrit, Prakrit, Pali, Hindi, Urdu and Tamil, and has extensive holdings in Arabic, Bengali, Gujarati, Kannada, Kashmiri, Konkani, Malayalam, Marathi, Nepali, Punjabi, Persian, Rajasthani, Sindhi, Sinhala, and Telugu. Our enhanced focus on Afghanistan and Pakistan during the period 2010-2014 has added Pashtu, Dari, Baluchi, and Brahui to our acquisition agendas. Acquisition partnerships with Library of Congress field offices in Delhi and Islamabad, standing contracts with major publishers, and regular South Asia collection trips have enabled Penn Libraries to maintain one of the largest acquisition profiles in the nation for India, Pakistan, Bangladesh, Nepal, Sri Lanka,

Bhutan, Maldives, Afghanistan, and the South Asia diaspora.

**Microtexts:** Penn continues to collect important research materials available in microtext, including recent large sets of missionary archives and newspapers from the colonial period, and archival documents relevant to developments in education and health. Penn is a member of the South Asia Microforms Project and participates in the shared purchase program with the Center for Research Libraries, enabling purchased materials to be made available beyond the Penn.

**Databases and E-books:** The Library invests heavily in electronic resources. For South Asia, 31 databases and 74 primary e-journals are available, along with aggressive acquisition of e-books and digital reference materials. Recent important additions include Foreign Broadcast Information Service daily reports, the Digital National Security Archive, the Foreign Office Files for India, Pakistan, and Afghanistan, and the entire Cambridge History of India series.

**Film/Documentaries:** The Library's film and documentary collection now boasts over 28,000 titles, making this one of the largest academic collections in the nation. Approximately 7.5 % pertain to South Asia exclusively. The Library also collects monographs and serials on South Asian Cinema as part of a cooperative initiative with peer institutions. Films, serials, and monographs are available through our interlibrary loan services and are a popular component of our outreach services (many other libraries do not lend their films).

**Non-print materials:** The South Asia Reading Room houses the AIIS Photo Archive of images of Indian temple and sculptural arts (nearly 115,000 photographs), the Mary Binney Wheeler collection (7,000 slides), and approximately 2000 maps; new maps are routinely acquired. The Van Pelt Ormandy Listening Center houses over 3200 sound recordings, including Hindustani, Carnatic, tribal, film, and devotional music.

**Special Collections:** The Rare Books and Manuscripts Library possesses the largest collection of



Indic-language manuscripts (over 3,050) in the Western hemisphere. Most are ancient and medieval texts collected in the colonial era, although some date from the Mughal era. These manuscripts are being digitized and cataloged with more than a thousand enhanced catalog records already online, and facsimiles of the manuscripts are being made available under an **open-access creative commons license**. Penn also has an important collection of manuscripts relating to the British East India Company and governance in South Asia, including 25 boxes of the Macartney Papers (Ms. Coll. 624), a series of manuscripts on 18<sup>th</sup> & 19<sup>th</sup>-century East India politics collected by Holden Furber (Penn professor, 1948-1973), travel narratives, ships logs, letters, and material on the military history of the East India Company (including the sieges of Seringapatnam and Bharatpur), and a series of 19<sup>th</sup> & 20<sup>th</sup>-century photographs, rare prints, and drawings.

**5A.2. University funding of South Asia Library acquisitions and staffing remains strong and committed.** The FY 2013-2014 net allocation for library acquisitions directly under the control of the full-time South Asia Bibliographer is \$134,300. In addition, materials dealing with South Asia are also acquired with Humanities and Social Sciences funds. The Fisher Fine Arts Library, Museum Library, and Biddle Law Library also acquire South Asia materials from their own budgets, and Special Collections continually adds rare South Asian titles. **Strong support of Library staffing continues:** the Penn Library is one of very few in the country to employ a full-time S. Asia Bibliographer, Dr Pushkar Sohoni, whose sole responsibility is to oversee the acquisitions and processing of South Asia related materials and provide reference services. Bibliographer salary support including benefits is approximately \$83,000 in FY13-14, with an additional \$39,000 supporting three assistants. One (.5 FTE) handles the receipt of materials, Seminar Room maintenance, and special projects, the second (.5 FTE) processes Urdu language materials, and a third (0.25 FTE) catalogs Dravidian languages.

**5B.1 Penn students and faculty can readily access materials at other institutions.**

Penn Library provides all students and faculty with Inter-Library Loan (ILL) privileges. Penn is an active participant in the RLG Shares program, which allows member institutions delivery of materials owned by other research libraries. Cooperative sharing includes the Borrow Direct program, in which Columbia, Penn, Yale, Dartmouth, Cornell, Princeton, Brown, MIT, CRL and Chicago lend materials directly. The Library has expanded this program to E-Z Borrow, and books are easily available from over 60 academic libraries in Pennsylvania and nearby states. Penn also makes its library materials available through various interlibrary loan programs.

**5B.2.** SAC provides no-cost direct-borrowing library privileges through its popular Affiliated Faculty program, now in its 8<sup>th</sup> year. There are currently 34 Affiliated Faculty members who are South Asia or international studies scholars working in area colleges and universities in the greater Delaware Valley. Visiting students and scholars can easily arrange for access to our collections. As part of our response to **Competitive Preference Priority #1**, we aim to grow the number of our Affiliated Faculty members teaching in MSIs and community colleges by 100%, something we will carry out in conjunction with our course development grants and faculty mentorship program (see **8ii**). The Library's open stacks are a resource for students and faculty from more than a dozen colleges and universities in Pennsylvania, New Jersey, and Delaware. On-site use of Penn's materials is free.

**6. QUALITY OF STAFF RESOURCES**

**6A.1 Penn has a distinguished faculty**, which includes senior scholars, internationally renowned for their contributions to South Asia scholarship, as well as early career scholars, who are among the most exciting and promising of their generation. Chaired or named Professorships have been granted to twelve distinguished faculty associated with the South Asia Center. Several

have received distinguished teaching awards (McDaniel, 2013). Joshua Pien is emerging as a leader in the field of South Asian language pedagogy, having authored well-reviewed textbooks in beginning Hindi and beginning Urdu. In addition to SAST core faculty, 19 additional standing faculty are appointed by the Provost as formal members of the SARS Graduate Group, many of whom devote 25-75+% of their teaching, supervising, and advising activities to South Asia (see Appendix B). Another nine Center Associates also advise students, assist with outreach, and teach South Asia courses occasionally. Penn's preeminent South Asia faculty and exceptional South Asia Bibliographer provide a rich foundation of expertise upon which SAC is able to build a high quality program (see 1, 3D, 4A.1, 4C.2, and 5A.2).

**6A.2 Penn provides significant opportunities for professional development**, including regular sabbaticals and University Research Foundation grants. The Dean's Fund, the South Asia Endowment (see 1A.1) and SAC provide research and conference travel support. Faculty and language lecturers routinely spend portions of the year in South Asia conducting externally funded research. Recent faculty grants include Guggenheim (Elias and McDaniel) and AIIS (Mitchell and Ali). Frequent pedagogy workshops and other incentives for professional development are available to language teaching faculty (see 4C.2&4D). Center staff members attend professional conferences every 1-2 years.

**6A.3** Faculty spend over fifty percent of their time teaching and advising students; the Undergraduate and Graduate Chairs of SAST and SARS serve as key academic advisors.

**6B.1 SAC's administrative structure ensures input from faculty in a number of disciplines and schools.** SAC falls under the administrative supervision of the Associate Dean for the Humanities, Dr Jeffrey Kallberg. SAC Director Dr Lisa Mitchell is Associate Professor of South Asia Studies and is also a member of the Graduate Groups in Anthropology, History, and

City & Regional Planning. SAC's **interdisciplinary Advisory Committee** has seven members: SAC Director, Dr Lisa Mitchell; outgoing Director and Associate Professor of Education, Dr Kathleen Hall; SAST Chair and Language Coordinator, Dr Ramya Sreenivasan; CASI Director and Political Science Professor, Dr Devesh Kapur; South Asia Bibliographer Pushkar Sohoni; Associate Professor of Social Policy and Practice Dr Toorjo Ghose; and Professor of Religious Studies Dr Jamal Elias. Dr Lisa Mitchell is SARS Graduate Chair, and Dr Deven Patel is SAST Undergraduate Chair (see Appendix B).

**6B.2** SAC is appropriately staffed for its current operations, but given the growth in our programming and evaluation activities, we plan to engage qualified consultants to oversee and ensure the success of key new initiatives (see **8i-iii**), and are reviewing the possibility of adding a media and website coordinator. Managing Director Jody Chavez joined SAST in 2002, and began working for the South Asia Center in 2003. She now oversees the administrative affairs of both units. Chavez has a Certificate in Accounting and Financial Management from Penn's Wharton School and a Master's of Government Administration degree from Penn's Fels Institute of Government and brings her expertise in finance and administration to her direction of SAC's daily operations. Chavez also administers the FLAS Fellowship program and assists South Asia language faculty in applying for and implementing grants such as SAC's STARTALK summer language programs. She has authored or co-authored more than a dozen successful grant proposals for various initiatives and projects, most recently a \$15,000 Global Engagement Fund grant to provide need-based financial aid to students in SAC's new C.U. in India program. SAC's Assistant Director, Raili Roy, received her PhD in 2012 from Ohio State University in Women's Studies, with an emphasis on South Asia. She also has two MA degrees in History from University of Kolkata and University of Cincinnati, with a specialization in South Asia

women's history. Roy has conducted research and worked extensively on women's issues with community-based organizations in Kolkata, India. Since her hire in 2009, Roy has used her academic training and community outreach background to develop substantive outreach materials and programs (see 7), work with area K-12 teachers, schools and community organizations, and manage on-campus events. She has networked so effectively with her colleagues in the other Penn NRCs that they collectively won a Silver Performance Bonus Award in 2013 and a team Models of Excellence Award in 2014. A part-time Outreach Assistant, Aliya Sabharwal, is responsible for producing the monthly SAC newsletter, as well as managing content for the SAC website, Facebook, Flickr and Twitter accounts. Regina Forlano, Manager of Finance and Administration, and Jessica Plummer, Grants Coordinator, together with Williams Hall Business Administration Services and Penn's Office of Research Services, handle financial affairs. We also employ work-study students. An Independent Project Evaluator, Laura Chisholm, coordinates the Center's evaluation plan (see 9C).

**6C** Penn vigorously enforces non-discriminatory employment practices and mandates elaborated personnel procedures

(<http://www.upenn.edu/almanac/volumes/v55/n18/aapolicy.html>). SAC adheres scrupulously to these policies. The Provost, Dr Vincent Price, is committed to diversity as a key priority (<http://diversity.upenn.edu/>) and has expanded initiatives to increase the number of underrepresented minorities at Penn. Under the *Action Plan for Faculty Diversity and Excellence*, **the University has committed \$50 million to diversity initiatives, matched by \$50 million from the 12 Schools**. Expenditures to date are on track to meet and exceed these goals. All Penn Schools have developed and are implementing individual plans to increase the excellence and diversity of their faculties. All 12 Schools have appointed diversity search

advisors, who are designated to play an active role in faculty searches and recruitments. As part of the *Action Plan*, the University began awarding Presidential Term Professorships to outstanding scholars, of any rank, who contribute to faculty eminence through diversity across the University. To date, there have been four such appointments, two in the School of Medicine and two in the School of Arts and Sciences. The *Action Plan* also established pre-doctoral fellowships for diverse scholars in the social sciences and humanities; to date, six pre-doctoral fellows have been appointed. Between fall 2009 and fall 2012, 31.6% of faculty members who were recruited to Penn self-identified as minorities and 11.3% as under-represented minorities. In the same period, **the percentage of standing faculty who are members of minority groups increased to 20.5% from 18.3%**. Of the eight new South Asia appointments at Penn in the past four years, one is a woman and seven are from traditionally underrepresented groups. Penn's Office of Equity and Access Programs (EAP) offers professional guidance, tutoring, mentoring, and assistance in finding financial aid to scholars of all ages and backgrounds. SAC ensures that its educational programs, personnel actions, and funding are administered without regard to race, color, sex, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled or Vietnam-era veteran (see **9B** for information on student minority representation). SAC faculty and staff members are committed to encouraging diversity among program applicants and to equal treatment of all participants. 100% of Penn's facilities are wheelchair accessible and accommodate the hearing- or sight-impaired.

## **7. OUTREACH ACTIVITIES**

**7A: Elementary and Secondary Schools:** In the last four years, SAC has seen increased participation in all aspects of our outreach programming. With a dramatic 138% increase in events (from 34 in AY 2010-11 to 81 in AY 2012-13), SAC has been able to share South Asia

knowledge and resources with K-12 teachers, students and the larger Philadelphia community. Moreover, through partnerships and technology, the reach is expanding far beyond the Philadelphia area to positively affect South Asia instruction throughout the nation.

SAC reaches an impressive number of educators through solid networking with existing partners (Penn NRCs, the Global Education Network, Penn GSE) and new partners (the Franklin Institute, the Philadelphia Free Library and the Friends of Bangla School). Through these partnerships and others, SAC has increased the number of educators served by 44% between AY 2010-2011 and 2012-2013 (see Table 7B).

Since 2006, the Penn Area Centers have jointly hosted the **weeklong Summer Institute for Educators** with topics such as “Ibn Batuta: Lessons Learned Through Time and Space,” “Teaching Revolution and Peace in K-16 Classrooms,” and “Teaching Gender in K-16 Classrooms.” The Institute, which serves approximately 25 teachers each year, uses Penn and Affiliated faculty members to teach sessions on our world regions, and consistently receives top marks on survey results. 100% of survey respondents in 2012 and 2013 indicated that the Summer Institute “raised awareness and enthusiasm about incorporating global issues into my curriculum” and all survey respondents were interested in attending future Penn workshops. The Institute receives applications from educators from all over the country and consistently has a waiting list. Our previous **Institutes have generated over 250 lesson plans which are available online** for K-16 teachers and institutions.

Now in its 14<sup>th</sup> year, our **Asia Day conference for high school students**, hosted with the Center for East Asian Studies, continues to draw participation from schools across the Delaware Valley; 50% or more come from high schools serving underrepresented minorities (University City and Bodine High Schools, Franklin Learning Center). In the last four years, Asia Day

brought more than 400 students and teachers to Penn's campus for interactive sessions **led by Penn faculty** (D. Patel in 2014, A. Miner in 2013). Between 2006 and 2014, Asia Day survey results demonstrated a steady increase in interest in including Asia in educational or career plans and in the influence Asia Day had on that decision, as well as a very positive 4.2 (out of 5) average for the desire to have more languages and cultures of Asia taught in respondent's schools. In 2014, many respondents remarked that they were anxious to learn more; one wrote *"[this event] expanded my knowledge of my own culture and [helped me] gain a better understanding of the origins behind the stories I know"* while another remarked *"This impacted me to pursue the Asia culture studies in my school's curriculum and international day activities."*

What has emerged from the Center's work with area educators in these workshops and events is the need for a **Master Teacher Fellowship** for K-16 teachers in the Delaware Valley who work closely with the Penn NRCs in our outreach initiatives and who have shown substantial commitment to incorporating Africa, Middle East, East and South Asia Studies into their school or classroom curriculum. We plan to select Master Teacher Fellows from teachers who have attended or led Center workshops, consistently used our resources such as the speakers bureau or resource trunk, or presented on area studies topics in conferences. The fellowship can be used for conference and training registration, travel to a conference, training, or classroom materials. The Master Teacher Fellow will serve as an ambassador for the Center and lead a public workshop for pre-service and current educators.

**SAC has increased its focus on STEM educators** through teacher workshops held in partnership with the annual, citywide Philadelphia Science Festival. Our 2013 workshop on "Multiculturalism in the Science classroom: Experiences from South Asia" drew 26 teachers and excellent reviews. In 2014, the Penn NRCs and Penn School of Engineering brought Dr Ron

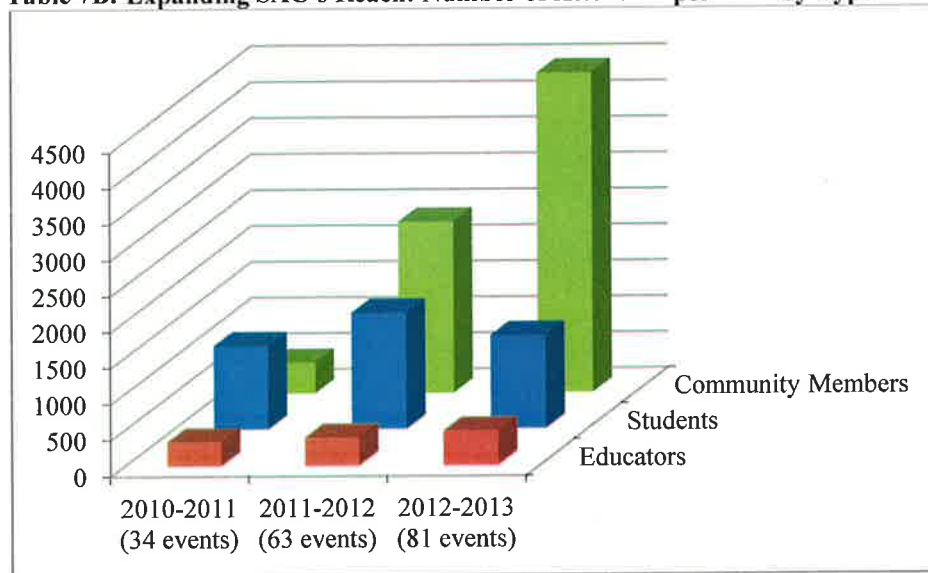


Eglash, widely known for his work in the field of ethnomathematics, as the 2014 Penn Global Distinguished Lecturer. In the next cycle, SAC and the other Penn NRCs will continue to work with our partners to organize STEM initiatives for educators and the community as they relate to international/world/language education. SAC will also continue to partner with “Global Education Motivators” on introducing video conferencing as a tool for global education. In 2010, Dr Roy prepared a Resource Trunk for K-12 classroom use; approximately five schools per year borrow the trunk. In the last four years, SAC’s Speaker’s Bureau has provided over 30 visits to area schools, resulting in the creation of a network of teachers dedicated to increasing South Asia content in their curriculum, with significant lasting impacts in some schools. Germantown Friends School, for example, now regularly offers **a seminar on South Asian literature for ninth and tenth graders.**

Training K-12 students and teachers in South Asian languages continues to be one of the SAC’s core outreach priorities. Since 2010, SAC’s Hindi and Urdu STARTALK programs (see **4C.2**), directed by Penn Hindi Lecturer Josh Pien and taught by Penn Lecturers Mustafa Menai and Amrit Gahunia, have consistently received excellent reviews from participants and site evaluators. **Two of our past STARTALK students are now at Penn continuing with their Hindi or Urdu studies.** In 2013, SAC partnered with the Friends of Bangla community organization to offer a day-long language pedagogy workshop led by Penn’s Bengali Lecturer Haimanti Banerjee for 30 teachers from nine Bangla community-based schools; a second workshop is planned for July 2014. SAC will continue to support Friends of Bangla School through pedagogical workshops and grant writing assistance in their effort to introduce Bengali instruction into the Lower Merion School District, which serves a large Bangladeshi and Indian population.

**7B: Post-Secondary Education:** SAC conferences, film screenings, music, art and other cultural events have seen steady increases in audience attendance each year.

**Table 7B: Expanding SAC's Reach: Number of Attendees per Year by Type**



SAC acts as a resource for regional higher education institutions. For example, in 2012-13, the Penn Area Centers jointly organized a year-long multicultural and global competency training for 60 faculty and staff of Penn State Abington. This relationship has continued with Penn State Abington faculty members presenting in or attending the 2013 Summer Institute.

Since 2007, SAC has regularly conducted teacher training sessions and provided lecturers for the **Community College of Philadelphia (CCP)**, a minority-serving institution (64% of students are from underrepresented minorities). Most recently, Dr Roy partnered with CCP faculty and SAC Affiliated Faculty member Lakshmi Gudipati in writing an NEH grant for a faculty and curriculum development project focused on the culture of South Asia over time and through its arts, religions, languages, and literatures. The grant was successful, and SAC will provide speakers and course module stipends for the project over the next two years (see **8ii, 9C**). SAC's 34 affiliated faculty members (see **5B.2**) support our teacher training and other outreach initiatives: Dr Amardeep Singh (Lehigh University) and Dr Robert Nichols (Richard

Stockton College) gave lectures in schools and outreach events for community members in 2014, and Dr Joel Ostrich (Drexel University) was a speaker at our 2013 Summer Teacher Institute. SAC routinely engages Penn's 19 South Asian student groups (Association for India's Development, Penn Sikh Society, Penn Dhamaka, Penn Masala, etc.) and community organizations (Indian Cultural Society, SAADA, Twelve Gates Gallery, Bharatiya Kala Kendra, etc.) to organize and co-sponsor talks, film screenings, conferences and cultural events. Penn student groups actively participate and help organize our outreach events.

**7C: Business, Media and General Public:** In the next cycle, the Penn NRCs will partner with the Pulitzer Center for Crisis Reporting to select two Penn students to spend a semester in Africa, Asia, or the Middle East through Pulitzer's international reporting fellowship. The student fellows will receive mentorship from Pulitzer journalists while they write news articles on issues of contemporary interest for publication. The Centers will sponsor annual media workshops with the Pulitzer fellows for Penn students and the community.

SAC continues its support of the **Wharton India Economic Forum** and **Penn Microfinance Conference**, high-profile student-organized conferences that attract over 1,000 attendees each year. Events like International Women's Day and the Global Distinguished Lecture have seen steady increases in audience attendance and participation of world renowned speakers. In 2013, SAC organized a screening and lecture by Oscar-winning documentarian Sharmeen Obaid Chinoy in the Global Distinguished Lecture series which more than 300 people attended. SAC will continue the series in collaboration with the Penn NRCs to promote the discussion of critical global issues. International Women's Day, held annually in March, highlights gender and women's issues around the world, and features an academic panel and public discussion around a topic. An average of 120 people attend this event, which the Centers

host with our local partners the United Nations Association, Penn's International House, and the Free Library of Philadelphia. In 2014, SAC welcomed South Asia scholar Dr Yasmin Saikia of the University of Arizona to lead the panel on "Women, War and Peace."

In the last four years, SAC's presence in media and social networking increased significantly. The number of likes (307) for our Facebook page increases consistently and SAC also has recently added a Twitter feed. SAC's **monthly email newsletter** continues to profile South Asia faculty and students, publicize Center activities, and keep readers informed about SA-related events in the community.

## **8. PROGRAM PLANNING AND BUDGET**

Our plans and budgets are described below (see **Budget** Appendix). Based on data-driven assessments of existing programming, we have retained successful current practices and, with faculty input and commitment, have added new plans for the next four years as listed under the rubrics in our opening statement (see 1). These initiatives follow directly from the mandates of the NRC program (**8A**); strengthen crucial areas of our functioning in a graduated fashion over the four-year grant cycle (see Timeline of SAC Activities in **9C**), largely by drawing on expertise already available at Penn and neighboring institutions (**8B**); share costs with other campus and non-campus organizations (**8C**); and demonstrate the vitality and quality of South Asia studies on campus, thus attracting the very best students, and creating language and area specialists vital to national interests (**8D**).

**Budget (the first three sections correspond with the program goals listed in section 1):**

**8(i) Develop Guidelines for 21<sup>st</sup> Century Global Skills and Implement a New Certificate Program.** Kedia and Daniel (2003), Economist Intelligence Unit (2010), SHRM Workplace Forecast Survey (2011), Kurtz (2013), and British Council et. al. (2013), have demonstrated

increased demand among employers for global competencies in university graduates. At the same time, despite unprecedented high enrollments in South Asia courses at Penn (9A.1), data from the Office of Penn Abroad shows fewer students pursuing semester-long study abroad in critical world regions, with only 7 students having spent a semester abroad in South Asia in the past eight semesters (4 in India, 2 in Nepal, and 1 in Sri Lanka). In response to these phenomena, the South Asia Center has proposed **two new initiatives** designed to produce more tailored global competencies that can address 21<sup>st</sup> century needs. **The first initiative involves utilizing the expertise of our extensive alumni network**, including graduates of our South Asia Studies degree programs, as well as alumni of other Penn programs and schools whose professional careers engage with South Asia in some capacity, in a three-part curricular development strategy (see Budget Categories **E.3.a.i-iii**). For the **first step**, we propose to bring successful alumni pursuing South Asia careers in business, industry, STEM fields, government, non-profits, and education to Penn's campus to act in several capacities. In addition to acting as advisors who can help us better prepare Penn students for future global careers, we plan to host our alumni in a series of thematic Alumni Spotlight Panels that will provide opportunities for students to learn from alumni in various South Asia related professions. In addition, alumni profiles and interviews with successful alumni will be made available on the SAC website. Using our alumni advisory group, these efforts will help us execute **stage 2** of our initiative, which is to develop a set of guidelines for producing students with more effective global credentials for the 21<sup>st</sup> century. We will use these guidelines to implement **stage 3**, which will include course development grants to faculty who can help to implement these new guidelines and a new Global Competency Certificate Program. Although it is a common refrain among employers in business and industry that they want graduates with stronger global skills, it is often not clear what this

means in practice.<sup>1</sup> As a way of addressing this pressing national need, our goal is to have at least four new courses and a formal certificate program in place by the end of year 4 of this grant cycle. To ensure the goal's success, we request funds to hire a South Asia Alumni Consultant to manage the global career activities and develop the new certificate program.

**Our second initiative is a new hybrid study abroad program, C.U. in India,** designed to respond to the needs of Penn students (particular those in pre-professional tracks) (see **2B.2**). Our pilot program, funded with a one-time grant from the Vice Provost for Global Initiatives, has already received overwhelming interest, and other departments are interested in adopting our model for similar hybrid courses covering other world areas. Phased support for instructors for our first four years (see Budget **A.3.b**) will enable us to work with the university to build the program into the university's financial structure on a more sustainable long-term basis and develop a new partnership with Ashoka University in India that will enlist student ambassadors to deepen student connections in India (see Budget **E.3.d.iii**).

**8(ii) Expanding Our Institutional Network of Affiliated Faculty and their Impact on the Study of South Asia in K-16 Education, with Particular Attention to Increasing the Number from area community colleges and minority-serving institutions.** SAC's Affiliated Faculty Program (see Section **5B.2**)—which enables SAC to extend no-cost library privileges and share South Asia resources by designating South Asia and internationally-focused scholars from the greater Delaware Valley region as Visiting Scholars—will expand further in the next grant cycle by targeting new memberships among faculty at MSIs and community colleges in the region including Cheyney and Lincoln Universities, and the Community College of Philadelphia.

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<sup>1</sup> Daniel, S.J., Kedia, B., Xie, F. 2014 *U.S. Business Needs for Employees with International Expertise*. Paper presented at the 'Internationalization of U.S. Education in the 21st Century: The Future of International and Language Studies' Conference, College of William and Mary, Williamsburg, April 11-13, 2014.

We have already begun to do this through direct contact, meetings, and special invitations to our annual Affiliated Faculty Lunch Series. We will offer two new course module development stipends of \$1500 each per year to faculty at area MSIs and community colleges who wish to develop a new course module with significant South Asia content. Penn faculty will provide mentorship to stipend recipients through syllabus and other classroom resource sharing, feedback, and classroom visits (see Budget Categories **E.2.a.i & ii** and **A.4.b**), and recipients will be invited to join the Affiliated Faculty giving them access to the Penn library and area studies resources. Together with the other Penn NRCs, we also request dedicated funds to provide course module development stipends and co-curricular training sessions specifically for Cheyney University, a local MSI and a current partner of the Centers, to enhance their International Studies Major and Master's of Public Affairs program (see Budget Category **E.2.c**). In addition, we request funds to work with CCP's Center for International Understanding, which aims to reach 600 students through the introduction of new course modules by 30 designated faculty members, and to provide speaker fees, participant per diems, and classroom materials in CCP's "South Asia in the Curriculum" project funded by the NEH (see **7B**, Budget **E.2.b.i-ii**).

**8(iii) Enhancements to the Teaching of South Asia at Penn in strategic areas:** In the past four years, SAC has successfully leveraged resources to increase University commitment and enhance the teaching of South Asia in two strategic areas: **Health and Society in South Asia, and Afghanistan and Pakistan Studies**. We request funds to expand this effort into a **STEM in South Asia Initiative** to increase opportunities for Penn students to engage with scholars in South Asia (see Budget Categories **E.3.b.i-iv**) and an **Islamic South Asia Initiative**. Previously, SAC provided diminishing seed salary for Dr Projit Mukharji (see Appendix **B**) with NRC funds; Penn will now cover 100% of his salary (see **3D.1**). A new Short-Term Scholar-in-Residence

Program will bring historians of STM (Science, Technology, and Medicine) based in South Asian universities to campus for one-month residencies to give lectures, collaborate with Penn faculty, and build ties for students who travel to South Asia. The 2014 Parahistoricities Conference will bring scholars together around the writings of amateur, local historians who write in the vernacular. SAC will also sponsor guest lectures on STEM in South Asia topics, strengthening the links between area studies experts and Penn's STEM schools and departments, as well as course module development grants to faculty in those units to add significant SA content to existing courses. Finally, we will sponsor Mukharji's travel to India to set up a planned three-way partnership to offer credit courses between Penn, IIT Madras or Hyderabad, and the French Institute in Pondicherry, with the specific goal of offering top-notch academic content taught by top flight faculty and strengthening partnerships with Indian institutions, representatives of which will visit Penn in Years 3 & 4 (see Budget Category **E.3.d.iv**).

During the last grant cycle, SAC also strengthened the **curricular focus on Islamic societies** by hiring a full-time Lecturer on Pakistan and Afghanistan. We have been successful in gaining increased University commitment to transform that full time lectureship into the tenure track appointment of South Asian Islamic religion specialist Terenjit Sevea, hired in 2013. To expand our earlier initiative into broader curricular coverage of Islamic South Asia in other disciplinary areas (history, political science, society), we request 50% of salary support for one additional course per year on current issues in the region (see Budget Category **A.3.a**); CUNY-Staten Island professor Saadia Toor will teach in Fall 2014. A conference (see Budget Category **E.3.c.i-iii**) on "Theorizing Islam" (2014, organized by Jamal Elias) and an "Islamic South Asia Occasional Lecture Series" will also enhance curricular coverage of the region.

Our initiative to **build and strengthen linkages with education organizations in South**



**Asia** will improve SAC's capacity to produce South Asia expertise at Penn, while meeting NRC Invitational Priority 1. As part of this initiative, we request salary funds for our new C.U. in India program (see **2B.2, 8i**), for two conferences (see Budget Categories **E.3.d.i-ii**) involving long-term partnerships which will provide new opportunities for Penn students to build overseas connections with archives and NGOs in India, while supporting existing faculty strength in SP2 and in SAST. The conference on "Women's Empowerment in India" builds on SAC's 2011 conference on Microfinance in India and our work with SP2 faculty F. Handy and T. Ghose to expose students to NGOs in India focused on gender, education, and development. A conference on "Contemporary South Asian Archives" (2016, organized by D. Kapur and R. Sreenivasan) will examine critical issues confronting archives and archivists in contemporary South Asia and support greater collaborations with archives in South Asia (state-run and those housed in educational institutions), many of which are endangered.

A **Visuality and New Media in South Asia initiative** led by faculty in the History of Art (M. Meister), SAST (D. Ali) and the Cinema Studies Program (R. Mukherjee) will expose new audiences to South Asia. Research on new media, visual histories, and contemporary art in South Asia will be paired with several conferences and a lecture series (Budget Categories **E.3.e.i-iv**).

In response to CPP #2, we request consultancy salary support for professor of education and anthropology Dr K. Hall to oversee SAC's partnerships with teacher education programs at Penn's GSE and Drexel's School of Education (Budget Categories **A.4.a, E.2.d, and E.3.f.i-ii**). Dr Hall's expertise in internationalizing K-12 education and her extensive experience in planning and implementing global initiatives into schools and teacher education programs, coupled with her knowledge of Title VI programs (Dr Hall was SAC Director from 2006 to 2013), will help ensure the goal's success. SAC will collaborate with the Middle East Center and GSE's **Mid-**

**Career Doctoral Program in Educational Leadership** to launch a **global studies certificate** with the goal of training leaders in the field of global education through an emphasis on 21<sup>st</sup>-century skills such as collaborative learning and integration of social media. Mid-career doctoral students have expressed a desire to incorporate global approaches into their studies, and many have pursued professions as educational consultants to various countries (e.g. Kazakhstan, Afghanistan, & Sudan). The certificate's goal will be to adopt an integrated approach to pedagogy and offer participants specialized area-studies and language training. Students will work with faculty to design and implement innovative strategies in international education; create shared repositories of learning; implement global educational policies at K-12 schools nationally and internationally; and connect current students with active alumni in the field. SAC also requests funds to support a series of Special Topics sessions on globalizing curricula and a summer institute for pre-service teachers in GSE's **Teacher Education Program** (M.S.Ed.).

With **Drexel University**, Dr Hall will assist the four Penn NRCs to offer new course development stipends for faculty in the teacher education program, as well as mentorship and funds for speakers in Drexel's Global Education Colloquium (Budget Categories **E.2.d**).

**8(iv) Language Teaching and Language Pedagogy Training** remain a core SAC activity. We request 50% of salary support for a part-time Lecturer in **Tibetan** (see Budget Category **A2**). We added beginning Tibetan in 2013-14 due to the needs of a PhD student in South Asia Studies; the exceptionally talented instructor we've found, J. Duckworth, more than quadrupled student enrollment in Spring 2014. With the Center for East Asian Studies, we request funding to add intermediate and advanced Tibetan courses permanently at Penn over the next 4 years and continue SAC's daylong pedagogy workshops, which all language faculty are required to attend (Budget Category **E.3.g**). We request funds to support **SASLI** (**4C.2**, Budget Category **E.3.h**).

Funds are sent to a SASLI-designated account, which will be transferred to the new host institution in 2016, should a new host be chosen by the SASLI Board of Trustees. SASLI uses the funds contributed by SA Title VI Centers in combination with student tuition payments to support SASLI instructional staff salaries thus subsidizing low enrollment courses.

**8(v) Teacher Training and Outreach:** Teacher training is a core component of our program, and we will continue our work to increase the impact of our K-12 teacher training activities (see 7, and Budget Categories **E.1.a.i-v**) through a range of new and ongoing programs.

**8(vi) FLAS:** We request funding for 7 Graduate and 4 Undergraduate FLAS Academic Year Fellowships, and 5 FLAS Summer Fellowships (see **FLAS Budget**). Exceptional students apply for these fellowships; financial need will be prioritized (**10A.3**) and efforts to increase applicants from pre-professional programs will foster advanced language skills among students most likely to go into government, policy, or public service careers (see **Supplemental Information Form**).

**8(vii) SAC Administrative Costs:** We do not budget a salary for the Director. We request 25% of salary for the **Managing Director** and 50% of salary for the **Assistant Director**, and 50% of salary for a part-time (20 hrs/wk) **Outreach Assistant** (see Budget Categories **A1, A5**).

**8(viii) Supplies:** We request continuing **Library** support to purchase rare and retrospective South Asian materials, films, and access to e-resources that strengthen our holdings and to support two specific digitization projects that will make resources available to other universities and the wider community through open access usage under a creative commons license (see 5, Budget Category **D1**). We also request funds for print advertising for events and publication costs of the **SAC Newsletter** (see Budget Category **D2**) and to update materials in the SA Resource Truck, as well as joint advertising of our outreach work with the other NRCs. Finally, we request funding for an Independent Project Evaluator to be shared with the other Penn NRCs,

and for a Year 4 External Evaluation by a South Asia expert (see **9C.1**, Budget Category **E4**).

## **9. IMPACT AND EVALUATION**

**9A.1 *Impact on the University:*** Student interest in South Asia is extremely high: 818 students enrolled in South Asia primary or cross-listed area studies courses in AY13-14, while another 195 enrolled in South Asian language courses in that period. SAC has achieved a significant and measurable impact on the University through its 2010-14 program goals. **South Asian language instruction has improved** significantly as 100% of the full-time faculty and 90% of part-time language faculty were trained in standards-based instruction, action research, and differentiated instruction methods in a series of six full-day workshops held by SAC between 2010-14; course quality has improved as a result as measured by course evaluations, and standards-based instruction is now implemented in all SA language classes. The **focus on South Asia in health-related programs has increased** significantly (see **8i**); enrollments in health-related SA courses increased by 76%, from 46 students in AY 10-11 to 81 students in AY 12-13. SAC's goal to **enhance Afghanistan/Pakistan course offerings at Penn** has been achieved through the appointment of new SAST Assistant Professor T. Sevea (see **8iii**), increased enrollments in Afghanistan/Pakistan area courses by 75% between AY10-11 (56 students) and AY12-13 (98 students) and in Urdu and Pashto (see Table **4B**), and most importantly, through the successful job placements of our graduates who specialize in the region (see Table **9D**). Furthermore, after 8 years of partial salary support from Title VI, SAC has successfully negotiated for 100% University support of full-time Urdu instruction beginning AY14-15.

**9A.2 *Regional and Community Impact:*** SAC is an important resource for regional South Asia scholars. Our 34 Affiliated Faculty members (see **5B.2**) participate in Penn events, and receive co-sponsorship support for South Asia events on their campuses. In the next four years, we will

increase the MSI and community college faculty participation in the AF program by 100% and will offer a range of support for AF initiatives (see **7B, 8ii**). SAC has dramatically expanded its outreach to K-12 teachers, students and the community at large over the past four years (see Table 7). Our intensive summer study opportunities, which we will continue to expand, have energized a network of teachers (see **7A, 8v**). Of the 79 responses to our most recent Penn Global Workshop survey, **96% have implemented international lesson plans or ideas learned into their classrooms following our workshops.**

**9A.3 National Impact:** Through their teaching, research and publications, as well as public service, the influence of our faculty reaches far beyond Penn, enhancing knowledge about South Asia. Faculty regularly advise on national issues, such as President Obama's AIDS policy committee (Ghose) and as fellows in policy research organizations, such as the Center for Global Development (Kapur). SAC curricular, conference, and event support help to produce exceptionally well-trained South Asia specialists (**see 9D & 9E for placement data for undergraduate and graduate alumni**). SAC support for the **SASLI summer program** increases opportunities for students nationally to study languages (see **4C.2, 8iv**).

**9B** Penn is committed to equal access for, and treatment of, students and other participants in SAC programs (**6C**). The office of Affirmative Action and Equal Opportunity Programs employs 5 full-time staff and offers a range of different training programs for managers, faculty, staff, and students: <http://www.upenn.edu/affirm-action/offerings.html>. Of those accepted for Penn admission to the Class of 2017, 50% are black, Hispanic, Asian or Native American. Women comprise 53% of all students currently enrolled. In addition to procedures outlined in the **GEPA Statement**, SAC makes a special effort to encourage applications from members of traditionally underrepresented groups in teacher training activities through regular partnerships with the

Philadelphia School District, Community College of Philadelphia, and other MSIs, which serve large urban minority populations. Of the 92 students who received a BA, MA, or PhD in South Asia Studies between 2010-14, 52 (57%) were minorities and 44 (48%) were women. In response to the low number nationally of underrepresented minorities who study abroad, the SAC's new C.U. in India program (see **2B.2**) is particularly committed to equal opportunity. The SAC Director will evaluate the success of the recruitment process based on the number and diversity of eligible applicants receiving the program's services and how accurately that process reflects the diversity of the general Penn population.

**9C.1 Evaluation Plan:** SAC, in collaboration with Penn's other NRCs, submits the following evaluation plan for collecting and organizing outcome-focused data to measure the impact of the Centers' efforts. Overview: Program evaluation is a key element for continuously improving implementation and sustaining our goals. The rigorous evaluation of projects and objectives ensures quality and cost-effectiveness of SAC programs. Penn NRCs have a high level of evaluation and their collaboration provides a model for working together in a continuous system.

To objectively measure the quality and impact of the activities provided through Title VI funding, SAC will employ multiple assessment methods, each guided by the project goals and performance measures. We followed this plan for the 2010-14 period with considerable success and believe our experience with it ensures it will be carried out optimally going forward. The plan is designed to provide ongoing, formative feedback for use in improving our programs and ability to meet our stated goals. The Managing Director (MD), with assistance from project staff, will assess program effectiveness on an on-going basis to include both quantitative and qualitative evaluation measures. The **Independent Project Evaluator**, who works with all four NRCs at Penn, will assist in taking a holistic view of assessment, implementing best practices

across Centers, and aiding the Centers with the creation of data tools, data management and analysis (see Program Evaluators section).

The evaluation will use **data from several sources**: data the Center traditionally collects for ongoing reporting requirements; University data; and new data collected specifically to monitor and assess SAC program impact. *Quantitative Measures*: The project staff will compile and analyze all relevant quantifiable project data using computerized databases such as Penn's Institutional Research Query Database (IRQDB), which is populated with course enrollment, degree, and other data obtained from the Office of the Registrar. The Center works with the Director of Institutional Research to program specific course record queries that aggregate outcomes. The Assistant Director will track student, alumni, K-16 educators and community member participation in outreach programs in an attendance database. Surveys will be distributed to faculty and graduate students to gather information regarding resources produced, events hosted and funds leveraged. *Qualitative Measures*: The project staff will collect qualitative information throughout each program year for analysis, will formally solicit information via surveys for outreach events and workshops, and will share the results with our partners. Online (Qualtrics) or paper surveys will be utilized to gain insight into the impact, relevance and satisfaction as perceived by participants. These measures provide information for bi-yearly performance reports. SAC will pursue the following **project-specific goals**:

**Goal #1:** By 2018, SAC will develop an Alumni Careers Spotlight series, survey alumni, and create a set of guidelines for 21<sup>st</sup> century global skills, and use these to implement a new certificate program, launch a new hybrid study abroad program, and develop at least four new courses that respond to the new guidelines (see Appendix C and 8i).

**Goal #2:** By 2018, SAC will expand our institutional network of affiliated faculty and their

impact on the teaching of South Asia in K-16 education, with particular attention to increasing the number from area community colleges and MSIs through direct contact, faculty mentorship, and course module development grants (CPP#1) (see Appendix C and Section 8ii).

**Goal #3:** By 2018, SAC will improve capacity to produce South Asia expertise at Penn by increasing the number of opportunities for students and faculty in STEM fields and professional schools to engage with scholars of South Asia, by partnering with GSE to offer a new certificate within their Mid-Career Doctoral Program in Educational Leadership, and by providing financial and staff support to the Islamic SA Initiative (see Appendix C and 8iii).

<b>Table 9C.1 Project Timeline and Implementation Plan Strategies</b>	
<b>Summer 14</b>	<ul style="list-style-type: none"> <li>• Gather baseline data for grant activities and set targets for years 1-4 of grant</li> </ul>
<b>Fall 2014</b>	<ul style="list-style-type: none"> <li>• Grant Implementation Meeting to review project work plan, budget, and reporting (upon award notification) with Advisory Committee.</li> <li>• MD and Penn Communications Office implement recruitment plans to effectively target women and minorities for FLAS fellowships, C.U. in India program, and SA courses/events.</li> <li>• <u>Goal 1:</u> Conduct survey of Penn alumni, teach C.U. in India courses.</li> <li>• <u>Goal 2:</u> Recruit AF members from MSIs/CCs, meet with representatives from Cheyney, CCP, and other AF members; host AF lunch series, advertise course module stipends.</li> <li>• <u>Goal 3:</u> Meet with faculty stakeholders to plan STEM in SA and Islamic SA Initiatives and GSE certificate. Teach Islamic SA course.</li> </ul>
<b>Spring 2015</b>	<ul style="list-style-type: none"> <li>• FLAS Committee reviews and selects FLAS fellows based on selection criteria.</li> <li>• MD conducts FLAS survey, Center Director submits interim IRIS report.</li> <li>• <u>Goal 1:</u> Host Alumni Careers Spotlight series. SA Alumni Consultant generates skill-based learning goals, and circulates among alumni &amp; stakeholders for feedback.</li> <li>• <u>Goal 2:</u> MD conducts needs assessment survey of current and possible Affiliated Faculty members, advertise course module stipends to Cheyney, CCP, and other AF members. Host AF lunch series.</li> <li>• <u>Goal 3:</u> Advertise and grant STEM in SA course module and GSE course dev. stipends. Host events supporting initiatives.</li> </ul>
<b>Fall 2015</b>	<ul style="list-style-type: none"> <li>• MD /Institutional Research staff collect &amp; analyze qualitative and quantitative data. Adv. Committee conducts formative evaluation of goals. Director submits annual report to IFLE.</li> <li>• MD/Penn Communications advertise and recruit women and minorities for FLAS fellowships, C.U. in India Program, and SA courses/events.</li> <li>• <u>Goal 1:</u> Use skill-based learning goals to create “guidelines for 21<sup>st</sup> century skills” document; teach C.U. in India courses.</li> <li>• <u>Goal 2:</u> Continue recruitment of new AF members from MSI/CCs. Give course module stipends to Cheyney, CCP, and other AF members. Host AF lunch series.</li> <li>• <u>Goal 3:</u> Advertise STEM in SA and GSE course module stipends. Teach Islamic SA course.</li> </ul>
<b>Spring 2016</b>	<ul style="list-style-type: none"> <li>• FLAS Committee reviews and selects FLAS fellows based on selection criteria.</li> <li>• MD conducts FLAS survey, Center Director submits interim IRIS report.</li> <li>• <u>Goal 1:</u> Use guidelines to create new certificate program; host Alumni Careers Spotlight series; teach C.U. in India courses.</li> <li>• <u>Goal 2:</u> Continue recruitment of new AF members from MSI/CCs. Provide speakers &amp; faculty mentors to Cheyney, CCP, and other AF members. Host AF lunch series.</li> </ul>



	<ul style="list-style-type: none"> <li>• <u>Goal 3:</u> Advertise and grant STEM in SA course module and GSE course dev. stipends. Host events supporting initiatives.</li> </ul>
<b>Fall 2016</b>	<ul style="list-style-type: none"> <li>• MD /Institutional Research staff collect &amp; analyze qualitative and quantitative data. Adv. Committee conducts formative evaluation of goals. Director submits annual report to IFLE.</li> <li>• MD/Penn Communications advertise and recruit women and minorities for FLAS fellowships, C.U. in India Program, and SA courses/events.</li> <li>• <u>Goal 1:</u> Advertise course development stipends for certificate; teach C.U. in India courses.</li> <li>• <u>Goal 2:</u> Continue recruitment of new AF members from MSI/CCs. Grant course module stipends to Cheyney, CCP, and other AF members. Host AF lunch series.</li> <li>• <u>Goal 3:</u> Advertise STEM in SA and GSE course module stipends. Teach Islamic SA course.</li> </ul>
<b>Spring 2017</b>	<ul style="list-style-type: none"> <li>• FLAS Committee reviews and selects FLAS fellows based on selection criteria.</li> <li>• MD conducts FLAS survey; Center Director submits interim IRIS report.</li> <li>• <u>Goal 1:</u> Give course development stipends; host Alumni Career series; teach C.U. courses.</li> <li>• <u>Goal 2:</u> Continue recruitment of new AF members from MSI/CCs; provide speakers &amp; faculty mentors to Cheyney, CCP, and other AF members; host AF lunch series.</li> <li>• <u>Goal 3:</u> Advertise and grant STEM in SA course module and GSE course dev. stipends. Host events supporting initiatives. IIT/Pondicherry reps travel to Penn.</li> </ul>
<b>Fall 2017</b>	<ul style="list-style-type: none"> <li>• MD /Institutional Research staff collect &amp; analyze qualitative and quantitative data. Adv. Committee conducts formative evaluation of goals. Director submits annual report to IFLE.</li> <li>• MD/Penn Communications advertise and recruit women and minorities for FLAS fellowships, C.U. in India Program, and SA courses/events.</li> <li>• FLAS Committee reviews and selects FLAS fellows based on selection criteria.</li> <li>• <u>Goal 1:</u> Advertise course development stipends for certificate; teach C.U. in India courses.</li> <li>• <u>Goal 2:</u> Continue recruitment of new AF members from MSI/CCs. Grant course module stipends to Cheyney, CCP, and other AF members; host AF lunch series.</li> <li>• <u>Goal 3:</u> Advertise STEM in SA and GSE course module stipends. Teach Islamic SA course.</li> </ul>
<b>Spring 2018</b>	<ul style="list-style-type: none"> <li>• FLAS Committee reviews and selects FLAS fellows based on selection criteria.</li> <li>• MD conducts FLAS survey; Center Director submits interim IRIS report.</li> <li>• <u>Goal 1:</u> Give course development stipends; implement new certificate, host Alumni Career series; teach C.U. courses.</li> <li>• <u>Goal 2:</u> Continue recruitment of new AF members from MSI/CCs; provide speakers &amp; faculty mentors to Cheyney, CCP, and other AF members; host AF lunch series.</li> <li>• <u>Goal 3:</u> Advertise and grant STEM in SA course module and GSE course dev. stipends. Host events supporting initiatives. IIT/Pondicherry reps travel to Penn.</li> </ul>

Program Evaluators: The Center's MD is responsible for implementing evaluation activities, distributing results and managing changes based on data. With the Independent Project Evaluator, the MD oversees the evaluation plan development and all elements of its implementation including assigning responsibilities, making arrangements for tests and surveys, compiling raw data to hand off to the Independent Project Evaluator for analysis, and reporting on evaluation efforts. The Center Director uses the insights from the assessments to strategically guide the Center. The Independent Project Evaluator will 1) select and develop assessment tools; 2) assist the Center with developing tracking methods; and 3) analyze data, taking a holistic view

of the program to identify areas for increased analysis. The **Independent Project Evaluator**, Laura Chisholm, holds a M.A. in Urban Studies from Temple University with a concentration in research and evaluation methods. She currently works as the Grants Compliance Officer at Northampton Community College in the Lehigh Valley of Pennsylvania. Ms. Chisholm, who has led corporate, non-profit and education-based evaluation and program analysis efforts, has been working as the Independent Project Evaluator for Title VI Centers at Penn since 2010. To date, it has been a successful, efficient and cost-effective arrangement. *Evaluation Process, Formative and Summative Analysis:* The evaluation process will involve both a formative and summative analysis of project effectiveness as summarized below. Formative evaluation will seek to answer the following basic questions: 1) Were program activities and services implemented as intended? 2) Is the project moving forward with new initiatives in an efficient manner that leads to successful implementation within the boundaries of the time frame and budget? 3) Were all appropriate data collected and reviewed as planned? 4) Are decisions about future programming based on objectives and data analysis? For summative evaluation efforts, program staff will utilize the IRQDB database to audit enrollment records and conduct bi-yearly program reviews. The Independent Project Evaluator will work with the Center to track enrollment, numbers of courses and levels of both language and area studies courses to generate reports that compare these outcomes with 1) initial baseline data; and 2) goals and targets. The Center Director will prepare the biannual IRIS report each year. As part of the summative analysis, the Center will scrutinize the current metrics, adding additional indicators if needed, and analyze data that is beyond the scope of the objectives and required IRIS reporting. *Use of Evaluation Results to Make Programmatic Changes:* The MD will formally review the program biannually and document any unanticipated outcomes. The review will include an analysis of the Center's

Goals. The MD will discuss yearly outcomes with program staff and with senior administrators so that implementation strategies can be modified and enhanced. To ensure the overall success of the grant, the SAC will monitor the GPRA measures and report data to IFLE:

**Table 9C.2: Data Sources for GPRA Measures**

<b>GPRA Measure</b>	<b>Data Source</b>
<b>1: % of priority languages taught at NRCs</b>	No additional information required.
<b>2: % of NRC grants teaching intermediate or advanced courses in priority languages.</b>	SAC will report its intern/adv. course offerings to IFLE using the University's IRQBD records as the data source.
<b>3: % of NRCs that increased the number of intern/ adv. language courses during the grant.</b>	SAC will report its intern/adv. course offerings using the University's IRQBD records. We expect to increase intern. & advanced courses in Tibetan (see <b>4, 8iv</b> ).
<b>4: % of NRCs that increased the number of certificate, minor, or major degree programs.</b>	SAC plans 2 new certificates within its 2014-18 goals; therefore we expect an increase by 2 certificates.
<b>5: % of LCTLs taught at Title VI NRCs.</b>	No additional information required.
<b>6. % of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within eight years after graduation based on the FLAS tracking survey.</b>	SAC is committed to ensuring that our FLAS graduates will receive and respond to the survey so that IFLE data will be complete and meet the highest statistical standards (see <b>10</b> ).

**9C.2 Internal evaluation:** Regular, substantive evaluations are an integral part of Penn's operations. South Asia Studies internal review involves multiple evaluation procedures. This includes the SAS curriculum review process, student course evaluations, and annual written staff performance reviews. Student evaluations are used in annual faculty performance reviews. Affirmative action officers review hiring and promotion decisions (see **6B.1.**) **External Evaluation:** In October 2011, the SAS Dean invited three outside South Asia Studies experts to conduct a formal evaluation of all aspects of the South Asia Studies curriculum. The report was distributed to the faculty, the Deans, and the SAC Advisory Committee. Strategic planning for the next 10 years is based on the report. **9D** Penn PhDs have helped seed South Asia Studies programs at Columbia University, University of Texas-Austin, University of Washington, and University of California-Berkeley. In the past five years, our 17 PhD graduates have received Assistant Professorships at Yale, Amherst College, University of Michigan, Case Western Reserve University, and Florida International University. **Former FLAS recipients serve in key non-academic positions:** USAID Office of Transition Initiatives Program Officer (G. Kachra,

'95); Coordinator of Women in Informal Employment: Globalizing and Organizing, a global research network (M. Chen, '89), and President of the Field Museum of Natural Sciences, Chicago (R. Lariviere, '79). The FLAS program has populated the field with new scholars, particularly in Pakistan and Afghanistan studies:

Table 9D: Recent Af/Pak Graduates	Job Placement
Louise Tillin (MA, 2005)	Lecturer in Politics (with tenure) and Deputy Director, Kings College, London
James Caron (PhD, 2009)	Lecturer in Islamicate South Asia (with tenure), SOAS, University of London
Walter Hakala (PhD, 2010)	Asst. Professor, South Asian Literatures, CUNY Buffalo
C. Ryan Perkins (PhD, 2011)	Mellon Postdoctoral Fellow in South Asian Languages and Civilizations, University of Chicago
Aaron Mulvany (PhD, 2011)	Assistant Professor, School of Arts, Humanities, and Social Sciences, Habib University, Pakistan

Despite the 2012 departure of full-time lecturer James Caron for SOAS, which coincided with the Title VI budget cuts, Penn South Asia Studies MA and PhD programs remain the program of choice among our peers for Afghanistan Studies. Two graduate students, Jawan Shir (PhD) and David Lewis (MA), currently specialize in Afghanistan Studies, with an additional MA student admitted for Fall 2014. Since the inception of our Pashtu language program, four PhD students have been trained through the advanced level, and three additional PhD and three MA students have been trained through the intermediate level. **9E.1** SAC addresses national needs through its stated goals (Appendix C), including two new certificates and a study abroad program aimed at meeting the national needs of employers (**8i & iii**). Our exceptionally well-trained graduates find employment in a variety of academic institutions and non-academic sectors. Of the former FLAS fellows surveyed, 5 out of 9 (55%) indicated that their work in their principle job was closely related to the field in which they received their degree. In our most recent survey of all South Asia Studies grads, of the 65 respondents who graduated with a BA, MA or PhD, **68% have worked in a South-Asia related field**. Over **95% felt that they were well-prepared** for their

positions with regard to cultural understanding and general knowledge about South Asia; 89% felt they were sufficiently prepared with language proficiency. Of the 88% (57 respondents) who are currently working, **a majority are in fields that address national need**: 27% (14 respondents) are working in higher education, 18% (9 respondents) in non-profits, 14% (7 respondents) in government, and 5% (2 resp.) in K-12 education. **9F: See 9D, 9E, and 10A.**

## **10. FLAS AWARDEE SELECTION PROCEDURES**

**10A.1 Recruitment Plan:** Penn encourages qualified students from all departments and schools to apply for FLAS Fellowships, and information sessions draw students from all 12 Penn schools. The MD and the Office of the Provost will promote the program through Penn's FLAS website, located at <http://sas.upenn.edu/flas>, which provides information about the FLAS program, contact information for the MD, a selection of Frequently Asked Questions, and a link to the online application form. They will also utilize Penn's main web pages, circulate announcements to Undergraduate and Graduate Chairs, Deans, and Associate Deans at Penn via email, and make announcements via our newsletters to the broader community as web-based methods for recruiting FLAS applicants. Special effort is made to explain the selection process and our criteria clearly in all advertising efforts, and to encourage applicants from professional schools and underserved populations through direct contact with minority-serving student groups and MD representation at international opportunities fairs and other student events. SAC Facebook and Twitter web pages provide additional exposure for the program. Program materials are available at Student Orientations, Open Houses, and Priority Registration events, as well as the Center for Undergraduate Research and Fellowships.

**10A.2** The FLAS selection process follows the same timeline each year: 1) competition advertisement (November); 2) deadline for full-year and summer applications (early March); 3)

the SAC Fellowship Committee ranks all applicants based on the selection criteria (**10A.3**); 4) the Office of Student Financial Services informs SAC which of the ranked applicants have demonstrated financial need via the FAFSA (late March); 5) students are informed (early April).

**10A.3** In accordance with **FLAS Competitive Preference Priority 1**, SAC will give priority when awarding fellowships to undergraduate and graduate students who demonstrate financial need as indicated by the FAFSA. In accordance with **FLAS Competitive Priority 2** and **FLAS Invitational Priority 1**, 100% of our summer and academic year fellowships are awarded to study languages designated by the USED as priority Less Commonly Taught Languages of South Asia. We will work closely with Penn's Lauder Institute to encourage Hindi Track MBA/MA candidates (see **4B.2**) to apply for FLAS fellowships and with Center Associates and Graduate Group members to identify FLAS candidates in the professional schools (see also **Supplemental Information Form**). **10B** Students apply for FLAS via the program website (see **10A.1**); Penn uses Interfolio as the online application provider. As part of their application, all students must submit 1) the FLAS Application form, which gathers basic information about the student's past academic programs, current or intended degree program, intended language and level of study, citizenship status, and contact information; 2) a personal statement regarding the student's planned use of the FLAS fellowship and describes why the language study is essential to realizing the student's study and career goals; 3) transcripts of previous academic work; 4) two letters of recommendation which must specifically address how a FLAS would contribute to the student's current program of study or would be integrated with it; and 5) a resume or CV. In addition, to be considered under the category of financial need, students will be required to fill out the Free Application for Federal Student Aid (FAFSA) form, in order to determine their level of need. **10C.1** The SAC Fellowship Committee includes the SAC

Director, the SAST Department Chair, and two members of the SARS Graduate Group, **at least one of whom must be from a professional school**. The MD is a non-voting member of the Committee. **10C.2** A participant selection process and rubric will guide staff in identifying and selecting FLAS fellows. Criteria include: 1) FAFSA demonstration of financial need; 2) faculty recommendation; 3) a 3.0 Grade Point Average (GPA); and 4) Penn degree program enrollment. Additional selection priority will be given for language study at the advanced level. The Center will not refuse participation in the program based on gender, race, national origin, color, disability or age in accordance to the U.S. Department of Education's GEPA guidelines. The Director will evaluate the success of the recruitment and selection processes based on the number and diversity of eligible participants receiving the program's services and how accurately that process reflects the backgrounds represented in the general Penn population. **Eligibility Criteria:** Scholarship recipients must meet citizenship, financial need, and academic merit criteria (see **10B**). A FLAS application form will be available as part of the information packet described in the recruitment plan and is available on the FLAS website. Our performance goals for undergraduate FLAS students are based on the Five Cs (Communications, Cultures, Connections, Comparisons and Community) and the three modes of communication (Interpretive, Interpersonal and Presentational) articulated in the National Standards for Foreign Language Learning.

## **11. COMPETITIVE PRIORITIES**

Each grant application allows Penn and SAC to strategically review and redesign our programming—an intensified version of our annual performance review. We retain only those academic programs and pedagogic practices that have measurable benefits for the campus and non-campus communities we serve. Our exceptional faculty and language pedagogy, our



unparalleled modern South Asian language and area studies course offerings, our experienced outreach coordinators and speakers, and our commitment to expanding and integrating South Asia resources, expertise, and content more widely beyond our own university, all serve to make us a crucial educational resource for addressing critical national needs, including better equipping graduates entering the workforce with essential 21<sup>st</sup> century global skills such as language competencies, area knowledge, and experience in cross-cultural settings. As this application makes clear, SAC structures its activities in accordance with NRC priorities, both competitive and invitational. Our faculty strengths and institutional structures, including our collaboration with Minority-Serving Institutions, community colleges, and teacher education programs in the region, allow us to provide and expand provision of world-class training in South Asia language and area study (see section 4, and also **1B**, **2A.2**, **2B1&2**, **7**, **8i-iv**). Our language instructors include national leaders in developing methods for teaching and testing student proficiency in the LCTLs, and they attract many students, including FLAS recipients, who study a language until achieving demonstrable proficiency. In awarding FLAS fellowships, we will prioritize students with demonstrated financial need and continue to award 100% of FLAS fellowships to students who study languages which are prioritized by USED. Our FLAS recipients benefit enormously from the language proficiency they have achieved and go on to important careers in education, national service, and international commerce (see **4**, **8i**, **8iii-iv**, **9A.1**, **9D**, and **9E**). Sections **7A** and **8(v)** demonstrate the degree to which our annual teacher training programs are developed in collaboration with the other Penn NRCs. Penn, and the South Asia Center, are driven by the national mission to educate those who will educate and lead others; the activities described in this proposal will enhance and extend the reach of that mandate and ensure its most effective fulfillment.



**APPENDIX A: COURSE LIST****I. Format:**

The following pages list actual and projected course offerings for the academic years 2012-13, 2013-14, and 2014-15. Disciplinary courses are listed first, followed by language and literature courses. Multiple listings in the “Course Number” column indicate official cross-listings with other Departments and Graduate Groups. Courses numbered above 400 may be taken by graduate students for credit. Undergraduates need permission to take 500 level courses or above. The percentage of South Asia content is noted in the “Percent” column. The “Credits” column indicates the number of credits per course. One credit indicates a full credit course. Instructors shown in (parentheses) are either ABD graduate students, or standing faculty in other programs who teach courses with partial South Asia content, and who are not members of SAST or the South Asia Graduate Group. Courses marked with an asterisk\* will be partially supported by Title VI funds in AY 14-15.

**II. Departmental, Graduate Group, and Program Abbreviations**

AAMW	Art & Archaeology of the Mediterranean World	LARP	Landscape Architecture & Regional Planning
ANTH	Anthropology	LAW	Law
ARTH	Art History	MGMT	Management
ASAM	Asian American Studies	MLYM	Malayalam
BENG	Bengali	MUSC	Music
BEPP	Business Policy	NELC	Near Eastern Languages & Civilizations
CINE	Cinema Studies	NURS	Nursing
COML	Comparative Literature	PHIL	Philosophy
COMM	Communications	PREC	Preceptorial
DYNM	Organizational Dynamics	PSCI	Political Science
EALC	East Asian Languages & Civilizations	PSHA	Penn Summer Humanities Academy
ECON	Economics	PUNJ	Punjabi
EDUC	Education	RELS	Religious Studies
ENGL	English	SAST	South Asia Studies
FOLK	Folklore	SKRT	Sanskrit
GSWC	Gender, Sexuality & Women's Studies	SOCI	Sociology
GUJR	Gujarati	STSC	Science, Technology, and Society
HIND	Hindi	SWRK	Social Work
HIST	History	TAML	Tamil
HSOC	Health & Society	TELU	Telugu
HSSC	History & Sociology of Science	URBS	Urban Studies
INTG	Integrated Studies	URDU	Urdu
INTR	International Relations		

Course Number		Course Title		Instructor		Credits	Percent	Term	AY 12-13		AY 13-14		AY 14-15	
(*Indicates grant funding in 2014-15)														
Anthropology									UG	G	UG	G		
ANTH 002		The Anthropological Study of Culture	Spooner	1	25%	F,S	33	0	13	0				X
ANTH 012/HIST 012/SOCIO 124		Globalization and Its Historical Significance	Spooner	1	25%	F	76	0	95	0				X
ANTH 100/654/NELC 281/681		Islam & Identity in Modern Asia: Afghanistan, Iran, Pakistan & Syria	Spooner	1	50%	S	38		25					
ANTH 123/COMM 110		Communication & Culture	Agha	1	25%	F	59	0	67	0				X
ANTH 155		Globalization: Globalization: Causes & Effects	Spooner	1	25%	F	12		12					
ANTH 603		Language in Culture & Society	Agha	1	25%	S	0	15		13				X
ANTH 618		Mediatized Culture in Contemporary Society	Agha	1	25%	F	0	4						
ANTH 619		Cultural Diversity and Global Connections	Hall	1	25%	F								X
ANTH 628		Language in Culture & Society: Topics	Agha	1	25%	F			0	6				
ANTH 643		MLA Proseminar: Globalization and Its Historical Significance	Spooner	1	25%	F			0	15				
ANTH 715		Globalization Seminar	Spooner	1	25%	S	0	3						
Art History														
ARTH 104/SAST 200/500		Introduction To Art in South Asia	Meister	1	100%	F			15	0				
ARTH 212/612/SAST 201/501		Cities/Temples in South Asia	Meister	1	100%	F	11	0						X
ARTH 235/635/VLST 235		Introduction to Visual Culture of the Islamic World	Holod	1	25%	F			17	0				X
ARTH 311/SAST 312		Contemporary Art in South Asia	Meister	1	100%	S		1		4				
ARTH 312/512/SAST 312		20th C. South Asian Art	Meister	1	100%	S								
ARTH 511/SAST 505		Topics in Islamic Art	Holod	1	25%	F	0	3						X
ARTH 511/SAST 505		Topics in Indian Art	Meister	1	100%	S			0	4				
ARTH 515/SAST 503		Art of India's North West	Meister/ Ali	1	100%	S	0	2						
ARTH 537/AAMW 537		Topics in Art of Iran	Holod	1	25%	S			0	10				
ARTH 737		Topics in Islamic Architecture	Holod	1	25%	F			0	6				
Asian American Studies														
ASAM 160/SAST 290		South Asians in the US	(Khan)	1	100%	F	18	0	15	0				X
ASAM 170		Psychology of Asian Americans	(Kumar)	1	50%	S	16	0	14	0				
ASAM 205/URBS 207		Asian American Communities	(Khan)	1	50%	S	18	0						X
Bengali														
BENG 403		Beginning Bengali I	Banerjee, H.	1	100%	F			3	0				
BENG 404		Beginning Bengali I	Banerjee, H.	1	100%	S			2	0				X
BENG 423		Intermediate Bengali I	Banerjee, H.	1	100%	F		2	0					X
BENG 424		Intermediate Bengali II	Banerjee, H.	1	100%	S	3	0						X
Business, Economics, and Public Policy														
BEPP 203		Business in Global Policy Environment	(Anagol)	1	25%	F, S	80	0	86	0				X
Comparative Literature														
COML 125/ENGL 103/FOLK 125/NELC		Narrative Across Cultures	Loomba	1	25%	F			33	0				X
Communications														
COMM 703		International Communications: Power & Flow	(Price)	1	25%	F	0	11						X
COMM 853		Internet, State Power, & Free Expression: Media Policy Evolution in Global	(Price)	1	25%	F			0	11				

Course Number		Course Title		Instructor	Credits	Percent	Term	AY12-13	AY13-14	AY14-15
(*)Indicates grant funding in 2014-15										
Economics										
ECON 261		Topics in Economic Development	Behrman	1	25%	F	15	0		X
Education										
EDUC 503/URBS 546		Global Citizenship	Hall	1	25%	F				X
EDUC 514		Education in Developing Countries	(Wagner)	1	25%	F	0	23	0	21
EDUC 514		Education in Developing Countries	Chaffar-Kuch	1	30%	F	0	23	0	22
EDUC 545		Curriculum and Pedagogy in International Contexts (Ecs)	Chaffar-Kuch	1	25%	S	0	21	0	17
EDUC 545/ANTH 483/URBS 545		Interfaith Dialogue and Action (Ecs)	Hall	1	25%	S	0	16		
EDUC 622		IEDP International Field Experience	(Wagner)	1	25%	F			0	28
EDUC 622		IEDP International Field Experience	Chaffar-Kuch	1	25%	F, S	0	26	0	56
EDUC 677		Info & Communications Technologies For Education and Development in	(Wagner)	1	25%	S	0	8	0	10
EDUC 695		Proseminar in International Education Development	(Wagner)	1	25%	F, S	0	28	0	28
EDUC 695		IEDP Proseminar	(Wagner)	1	25%	F		28		
EDUC 700		Proseminar in International Education Development	Chaffar-Kuch	1	25%	S			0	28
EDUC 700		Craft of Ethnography	Hall	1	25%	S	0	13		
EDUC 706/ANTH 704/URBS 706		Culture/Power/Subjectivities	Hall	1	25%	F	0	22		X
English										
ENGL 040		Literary Form, Social Function, and the Making of A National Tradition	Kaul	1	25%	F	27	0		
ENGL 066		Literature and Law	(Eng)	1		S			20	0
ENGL 072		Intro To Asian American Literature	(Eng)	1	50%	F			40	0
ENGL 072/SAM 022		Asian-American Literature	(Park)	1	50%	F	48	0		
ENGL 266		Topics in Law & Literature: Reparations/Human Rights	(Eng)	1	50%	S			4	0
ENGL 272/SAM 202		Asian American Subject	(Park)	1	50%	F				
ENGL 272/SAM 202		Topics in Asian American Literature: War and Asian America	(Park)	1	50%	S			11	0
ENGL 272/SAM 202		Topics in Asian American Literature: War and Asian America	(Kim)	1	50%	S	3	0		
ENGL 393/ SAST 323/ COML392		Recent Issues in Critical Theory: Trauma and South Asia	Kaul	1	100%	F			8	0
ENGL 590		Recent Issues in Critical Theory: Trauma and Repair	(Eng)	1	25%	F				
ENGL 705		Interdisciplinary Approaches to Literature: Race Across Time & Space	(Eng)	1	25%	F			0	16
ENGL 730/ COML 730		Global Early Modern: Periodization, Race and Global Contact 1550-1650	Loomba	1	25%	S	0	8		
ENGL 769/COML 769/GSWS 769/NELC		Feminist Theory: Postcolonial Feminisms	Loomba	1	25%	F				X
763/SAST 769										
ENGL 790/ COML790		Recent Issues in Critical Theory: Reading in Depth	Kaul	1	25%	F				X
Gujarati										
GUJR 402		Beginning Gujarati I	Suthar	1	100%	F	3	0	3	1
GUJR 403		Beginning Gujarati II	Suthar	1	100%	S	1	0	3	1
GUJR 422		Intermediate Gujarati I	Suthar	1	100%	F	1	0	1	0
GUJR 422		Intermediate Gujarati I	Suthar	1	100%	F	1	0	1	1
GUJR 423		Intermediate Gujarati II	Suthar	1	100%	S	1	0	1	0
GUJR 432		Advanced Gujarati I	Suthar	1	100%	F	3	0	1	0
GUJR 442		Advanced Gujarati II	Suthar	1	100%	S	2	0		X

Course Number		Course Title		Instructor	Credits	Percent	Term	AY 12-13	AY 13-14	AY 14-15
(*)Indicates grant funding in 2014-15										
Hindi								UG	G	
HIND 400	Beginning Hindi I	Pien	1	100%	F	13	0	6	1	X
HIND 401	Beginning Hindi Part II	Pien	1	100%	S	8	0	5	2	X
HIND 420	Intermediate Hindi I	Pien	1	100%	F	7	0	15	0	X
HIND 421	Intermediate Hindi Part II	Pien	1	100%	S	9	0	14	0	X
HIND 430	Advanced Hindi Language & Literature	Pien	1	100%	F	7	1	2	3	X
INTS 612	Hindi Language & Culture Fall Term (Lauder Hindi Track)	Dwivedi	1	100%	F	0	5	0	8	X
INTS 612	Hindi Language & Culture Spring Term (Lauder Hindi Track)	Dwivedi	1	100%	F	0	5	0	8	X
INTS 611	Hindi Language & Culture Pre-Immersion (Lauder Hindi Track)	Dwivedi	1	100%	UMME	0	8	0	6	X
INTS 613	Hindi Language & Culture Immersion (Lauder Hindi Track)	Dwivedi	1	100%	UMME	0	8	0	6	X
History										
HIST 188	Mass Movements & Contemporary Politics in Mid East & North Africa	(Kashani-Sab	1	25%	F	21	0			
HIST 232	Iran Iraq & Persian Gulf	(Kashani-Sab	1	25%	S	13	0			
HIST 233/ SAST 264	Law and the Colonial Encounter in the Indian Subcontinent	Chaudhry	1	100%	S	6	0			
HIST 233/ SAST 264	History and Colonial Modernity: South Asia, Africa and Middle East	Chaudhry	1	100%	S			4	0	
HIST 640	Topics in Mid East History: Consumer Culture Mid East/North Africa	(Kashani-Sab	1		F	0	14			
Health and Societies										
HSOC 145/ HIST 146/ STSC 145	Comparative Medicine	Mukharji, P.	1	25%	S	74	0	76	0	X
History and Sociology of Science										
HSSC 536/ SAST 536	Imperial Medical British World	Mukharji, P.	1	50%	S	2	0			
Integrated Studies Program										
INTG 002	Integrated Studies: Reality	Elias	1	30%	S			80	0	
International Relations										
INTR 290/ SAST 292	The U.S. in South Asia: From Cold War To New Alignments	Cavanna	1	100%	F			5	0	
INTR 290/ HIST 412	Afghanistan and the U.S. War of Necessity	Cavanna	1	100%	S			19	0	
INTS 714	South Asia Area Survey	Sreenivasan	1	100%	Summe	4	0			
Kannada										
SAST 407	Beginning Kannada I	Swaminathan	1	100%	F	1	2	1	2	
SAST 408	Beginning Kannada II	Swaminathan	1	100%	S	0	2	0	1	
SAST 427	Intermediate Kannada I	Swaminathan	1	100%	F			0	2	
SAST 428	Intermediate Kannada II	Sundaram	1	100%	S	1	0	0	1	
SAST 437	Advanced Kannada: Literature	Swaminathan	1	100%	F			0	2	
SAST 447	Advanced Kannada: Topics	Sundaram	1	100%	S	1	0	1	2	
Landscape Architecture										
LARP 780	Environment Regimes/Idea of the Region	Mathur/ Da C	1	25%	F	0	58	0	28	X
Law										
LA W/ 945	Global Research Seminar	(Burke-White	1	25%	F					X
New courses, not yet numbered		The Indian Legal System	Balganesh	1	100%	S				X



Course Number (*Indicates grant funding in 2014-15)	Course Title	Instructor	Credits	Percent	Term	AY 12-13				AY 13-14				AY 14-15			
						UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
<b>Management</b>																	
MGMT 656	Global Immersion Program: India	(Singh, J.)	0.5	100%	F			0	9								
MGMT 736	Inside Indian Business	(Singh, J.)	1	100%	S	0	12										X
<b>Malayalam</b>																	
ML YM 408	Beginning Malayalam I	Kuruchi	1	100%	F	0	2	1	3								X
ML YM 409	Beginning Malayalam II	Kuruchi	1	100%	S	2	0	3	0								X
ML YM 428	Intermediate Malayalam I	Kuruchi	1	100%	F	0	2										X
ML YM 429	Intermediate Malayalam II	Kuruchi	1	100%	S	0	2										X
<b>Marathi</b>																	
SAST 410	Beginning Marathi I	Ranade	1	100%	F	2	0	4	0								X
SAST 411	Beginning Marathi II	Ranade	1	100%	S			5	0								
SAST 411	Intermediate Marathi I	Ranade	1	100%	F	6	0										X
SAST 413	Intermediate Marathi II	Ranade	1	100%	S	5	0	5	0								
<b>Near Eastern Languages and Cultures</b>																	
NELC 036	Mideast Thru Many Lenses	(Sharkey)	1	25%	F			15	0								
NELC 235	Food in Islamic Mid East	(Sharkey)	1	25%	S			13	0								
NELC 239/ SAST 269	Migration & Middle East	(Sharkey)	1	25%	F			12	0								
NELC 335	Muslims, Christians, Jews	(Sharkey)	1	25%	S			12	0								X
<b>Nursing</b>																	
NURS 335/635/ ANTH 635/335	Global Food Security For Ten Billion	Spooner	1	30%	S			23	2								
<b>Organizational Dynamics</b>																	
DYNM 771	Micro Finance in India: Past Present and Future	Handy	1	100%	F	0	12										X
<b>Pashtu</b>																	
SAST 405	Beginning Pashtu I	Hashimi*	1	100%	F	0	0	0	1								
SAST 405	Beginning Pashtu I	Shah*	1	100%	F	0	2	0	0								
SAST 406	Beginning Pashtu II	Hashimi*	1	100%	S			0	1								
SAST 406	Beginning Pashtu II	Shah*	1	100%	S	0	2										
SAST 425	Intermediate Pashtu I	Shah*	1	100%	F	0	2										
SAST 426	Intermediate Pashtu II	Shah*	1	100%	S	0	2										
SAST 445	Advanced Pashtu Prose	Hashimi*	1	100%	S			0	1								
<b>Preceptorials</b>																	
PREC 106	Diving Into the Realm of Asian-American Studies	(Khan)	1	50%	F	10	0										
PREC 108	A Sitar Lesson	Miner	1	100%	F			10	0								
<b>Political Science</b>																	
PSCI 010	The Great Experiment of India's Democracy	Frankel	1	100%	S			3	0								X
PSCI 010	Globalization and the BRICs	Sil	1	25%	S			16	0								

Course Number (*Indicates grant funding in 2014-15)	Course Title	Instructor	Credits	Percent	Term	AY 12-13				AY 13-14				AY 14-15			
						UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
PSCI 116	Political Change in the 3rd World	Sil	1	50%	F			146	0								X
PSCI 220	Comparative South Asian Politics	Frankel	1	100%	F	5	0										
PSCI 224	Political Economics of Development	Kapur	1	25%	F			26	0								X
PSCI 256/ SAST 284	International Relations of US and Asia	Frankel	1	25%	F			11	0								
PSCI 257/ SAST 256	International Relations of South Asia	Frankel	1	100%	F	7	0	8	0								
PSCI 511	Society & Politics in India	Kapur	1	100%	F			7	0								
PSCI 598	MLA Proseminar: Post-Communism in Comparative-Historical Perspective	Sil	1	25%	S			0	8								
PSCI 598	MLA Proseminar: International Development	Sil	1	25%	UMME	6	4	3	14								
PSCI 610	Comparative Political Analysis	Sil	1	25%	2014A			0	8								X
<b>Penn Summer Humanities Academy</b>																	
PSHA 001	Social Justice Research Academy	(Lamas)	1	25%	UMME	40	0										X
<b>Punjabi</b>																	
PUNJ 404	Beginning Punjabi I	Gahunia	1	100%	F	3	0	2	0								X
PUNJ 405	Beginning Punjabi II	Gahunia	1	100%	S	2	0	1	0								X
PUNJ 424	Intermediate Punjabi I	Gahunia	1	100%	F	1	0	3	0								X
PUNJ 425 *	Intermediate Punjabi II	Gahunia	1	100%	S	1	0	3	0								X
PUNJ 434	Advanced Punjabi: Literature & Culture	Gahunia	1	100%	F	1	0										X
<b>Religious Studies</b>																	
RELS 001	Religions of Asia	McDaniel	1	30%	UMME	7	0										
RELS 013/ EALC 022	Gods Ghosts & Monsters	McDaniel	1	30%	F			34	0								
RELS 146/ SAST 146/ NELC 184	Islam in the Modern World	Elias	1	30%	F	27	0	15	0								X
RELS 173/ EALC 015/ SAST 142	Intro Buddhism	McDaniel	1	30%	S	35		58									X
RELS 273	Buddhist Literature	McDaniel	1	30%	F												X
RELS 356	Living Deliberately: Monk, Saints, and the Contemplative Life	McDaniel	1	30%	S			15	0								X
RELS 445/645/ NELC 485/ SAST 549	Sufism	Elias	1	30%	F												X
RELS 473	Southeast Asian Buddhism	Terwiel	1	30%	F	5	3										
RELS 541/ NELC 581/ SAST 541	Islam and the Visual Image	Elias	1	30%	S												X
RELS 571/ EALC 718	Advanced Topics Buddhism: Art and Material Culture	McDaniel	1	30%	F			2	3								
RELS 571/ EALC 718	Advanced Studies in Buddhism the Body in Art, Ritual, and Literature	McDaniel	1	30%	S	0	11										
RELS 743/643/ SAST 633/ NELC 713	The Persian Intellectual Tradition	Elias	1	30%	S			0	6								X
RELS 773	Southeast Asian Manuscript Traditions	McDaniel	1	30%	F												
RELS 742/ SAST 763	Topics in Islam: Qur'anic Studies	Elias	1	30%	F	0	6										
<b>South Asia Studies</b>																	
SAST 001/ HIST 089	Introduction to Modern India	Ali, Sreenivas	1	100%	F, S	37	0	48	0								X
SAST 002/ ANTH 107/ URBS 122	The City in South Asia	Mitchell	1	100%	S	63	0										X
SAST 003/ HIST 086/ RELS 164	History, Culture, Religion in Early India	Ali	1	100%	F, S	14		18									X
SAST 004/ COML 005	India's Literature	Patel	1	100%	S												X
SAST 005/ MUSC 265	Perform Arts South Asia	Miner	1	100%	F	50		29									X
SAST 006/ RELS 066	Hindu Mythology	Patel	1	100%	S	132		110									X
SAST 007/507/ COML 007	Introduction To Modern South Asian Literatures	Sreenivasan	1	100%	S	2	3										
SAST 008/ HIST 085	India: Culture & Society	Sreenivasan	1	100%	F	49	0	24	0								X
SAST 009	An Introduction To Religion in South Asia	Seva	1	100%	S			4	0								

Course Number		Course Title		Instructor	Credits	Percent	Term	AY 12-13		AY 13-14		AY 14-15	
(*)Indicates grant funding in 2014-15													
SAST 010		Hindi Literature Survey	Williams	1	100%	F							X
SAST 057		Planning To Be Offshore	Gangulee	1	100%	F	15	0	19	0			X
SAST 063/ ANTH 063/ HIST 087		East & West: A Hitchhiker's Guide To the Cultural History of the Modern	Mitchell	1	100%	F	95		147				
SAST 104/ MUSC 060		Beginning Tabla I	Bhatti	1	100%	F	12	0	11	0			X
SAST 105/ MUSC 062		Beginning Tabla II	Bhatti	1	100%	S	13	0	12	0			X
SAST 106/ MUSC061		Beginning Sitar I	Miner	1	100%	F	10		11				X
SAST 107/ MUSC 063		Beginning Sitar II	Miner	1	100%	S	12		13				X
SAST 108/ MUSC 161		Intermediate Sitar I	Miner	1	100%	F	7		2				X
SAST 109/ MUSC 162		Intermediate Sitar II	Miner	1	100%	S	4		5				X
SAST 116/ MUSC 266		Musical Cultures of North India and Pakistan	Miner	1	100%	S	12		13				X
SAST 140/ RELS 163/ 663		Introduction to Hinduism	Sreenivasan/A Patel	1	100%	S	11	0					X
SAST 150/ PHIL 050/ RELS 155		Introduction To Indian Philosophy	Patel	1	100%	F	68		48				X
SAST 169		Merchants, Saints, Slaves and Sojourners: the Worlds of the Indian Ocean	Petrie	1	100%	F,S	3						X
SAST 189		The Mullah & the Englishman: Muslims in Modern India & Pakistan	Sevea	1	100%	S	10	0			6	0	X
SAST 189		Muslim Politics in Modern South Asia	Sreenivasan	1	100%	S	16	0					
SAST 213/ CINE 215/ GSWS 213		Indian Cinema & Scoiety: Bollywood and Beyond	(Hardy)	1	100%	S							
SAST 213/ CINE 215		The Village/City in Indian Popular Films	Mukhtarji, M.	1	100%	F			13	0			X
(*)SAST 217/ GSWS 282		C.U. in India: Gender, Development, and Women's Empowerment in India	Roy	2	100%	F & S							X
(*)SAST 217		C.U. in India: Great Monuments of India	Sohoni	2	100%	F & S							X
SAST 248		Hindu-Muslim Relations in South Asia	Gandhi	1	100%	S	2	3					
(*) SAST 260/560/ HIST 260		Modern History of Afghanistan and Pakistan	Toor	1	100%	F					9	2	X
SAST 265		Indian Folklore	Sundaram	1	100%	S					13	0	
SAST 282		Gender and Development in South Asia: A Comparative Approach	Roy	1	100%	S							X
SAST 310/510		Early Hindi Texts	Williams	1	100%	S							
SAST 504		Neoliberalism and the City	Mitchell	1	30%	S	1	21					X
SAST 512/ HIST 630/ NELC 588		Comparing Turco-Islamic Imperial Styles in West & S.Asia, c.1500-c.1800	Chaudhry	1	100%	S			0	5			
SAST 562		Making of Medieval India	Ali	1	100%	F		11					X
SAST 593		Caste & Class South Asia	Sreenivasan	1	100%	F	0	12					X
SAST 620		Goodliness, Miracles, and 'Madness' in Indian Ocean Port Cities	Sevea	1	100%	F			0	8			
SAST 622/ HIST 622		Meanings of Property: Comparative Histories	Chaudhry	1	100%	F							X
SAST 623		Literary History and Aesthetics in South Asia	Patel	1	100%	S	0	7					
SAST 635		India and the Imagination of Classical Political Economy	Chaudhry	1	100%	F	0	3					
SAST 640		Religious Bodies and Sex in South Asia	Sevea	1	100%	F							X
SAST 704/ ANTH 706		State, Society and Culture in South Asia	Mitchell	1	100%	F			0	13			
SAST 713/ COML 713		Literary Theory, Aesthetics, and Comparative Literature in South Asia	Patel	1	100%	S			0	6			
SAST 762/ GSWS 762		Histories of Gender, Kinship, and Household	Sreenivasan	1	100%	F			0	8			
Sanskrit													
SKRT 460		Sanskrit 1st Year Part I	Patel/Obrock	1	100%	F			5	6			
SKRT 461		Sanskrit 1st Yr Part II	Obrock	1	100%	S	3	3	3	5			
SKRT 470		Sanskrit 2nd Year Part I	Obrock	1	100%	F	1	2	2	1			
SKRT 471		Sanskrit 2nd Year Part II	Sharma	1	100%	S	1	2	2	1			
SKRT 480		Readings in Sankrit Lit	Patel/Sharma	1	100%	F, S	3	4	1	6			
Sociology													
SOCL 006		Race & Ethnic Relations	(Kao)	1	25%	2013C	60		58				X



Course Number (*)Indicates grant funding in 2014-15	Course Title	Instructor	Credits	Percent	Term	AY 12-13				AY 13-14				AY 14-15			
						UG				UG				UG			
SOCI 103	Asian Americans in Contemporary Society	(Kao)	1	50%	2012C	52				59							X
Science, Technology, and Society																	
	STSC 016/ HSOC 016/ NELC 080	Mukharji, P.	1	50%	2012C	4	0										X
Social Work																	
	History and Philosophy of Social Work and Social Welfare	(Lamas)	1	25%	F	0	45										
	Contemporary Social Policy	(Lamas)	1	25%	S	0	9										
	Economics of Environmental Issues	Handy	1	25%	F												
	Postcolonial Social Work Practice in India	Ghose	1	100%	Summer	11		12									X
	Microfinance and Women's Empowerment in India	Handy	1	100%	F	12											X
SWRK 968	Economics of Social Welfare and Poverty	Handy	1	25%	S												X
Tamil																	
	Beginning Tamil I	Renganathan	1	100%	F	3	0	7	0								X
	Beginning Tamil II	Renganathan	1	100%	S	3	0	4	0								X
	Intermediate Tamil I	Renganathan	1	100%	F	3	0	2	0								X
	Intermediate Tamil II	Renganathan	1	100%	S	2	0	3	0								X
	Advanced Tamil	Renganathan	1	100%	F	3	0										X
TAML 446	Advanced Tamil	Renganathan	1	100%	F, S	7	0	2	0								X
Telugu																	
	Beginning Telugu I	Bandaru	1	100%	F			3	0								X
	Intermediate Telugu I	Sundaram	1	100%	S			3	0								X
TELU 430	Intermdle Telugu Part II	Sundaram	1	100%	F	0	1										X
Tibetan																	
	Beginning Tibetan I	Duckworth	1	100%	F			0	1								X
(*)EALC 130/SAST 130	Beginning Tibetan II	Duckworth	1	100%	S			5	1								X
Urban Studies																	
	Religion, Social Justice & Urban Development	(Lamas)	1	25%	S	22	0	18	0								
URBS 405/RELS 439/AFRC 405/HIST 405																	
URBS 480/AFRC 480	Liberalism and Ownership	(Lamas)	1	25%	F			28	0								
URDU																	
	Beginning Urdu I	Menai	1	100%	F	5	0	4	0								X
URDU 401/NELC 401		Menai	1	100%	S	5	0	2	0								X
URDU 402/NELC 402	Beginning Urdu II	Menai	1	100%	F	3	0	0	2								X
URDU 421/NELC 421	Intermediate Urdu I	Menai	1	100%	S	3	0	2	1								X
URDU 422	Intermediate Urdu II	Menai	1	100%	S	3	0	0	3								X
URDU 431/NELC 431	Advanced Urdu: Creative Expression in Urdu	Menai	1	100%	F, S	4	0	10	3								X
URDU 431/NELC 431	Advanced Urdu: Creative Expression in Urdu	Menai	1	100%	F, S	4	0	0	4								X



**APPENDIX B****Curriculum Vitae, Faculty and Administration, Penn South Asia Center  
Table of Contents**

**Note:** Core faculty by department and discipline with current rank, tenure status (T = Tenured; TT = Tenure Track; SL=Senior Lecturer (renewable tenure); Lecturer in Foreign Language (LFL); U=Untenured Lecturer), and percent of time devoted to South Asia subject matter. (\*Indicates individuals with dual departmental appointments)

<b><u>I. Administration, South Asia Center</u></b>	<b>Page</b>
Beckerman, Zoe, Administrative Coordinator, SAST 100%	3
Chavez, Jody, Managing Director 100%	6
Mitchell, Lisa, Director 100%	18
Roy, Raili, Assistant Director 100%	23
Sabharwal, Aliya Outreach Assistant 100%	24
<b><u>II. South Asia Studies Department</u></b>	
<b>Standing Faculty</b>	
Ali, Daud, Associate Professor (T) 100%	1
*Elias, Jamal, Professor (T) 30%	7
*Meister, Michael W., Professor (T) 100%	16
Mitchell, Lisa, Associate Professor (T) 100%	18
Patel, Deven, Associate Professor (T) 100%	21
Sevea, Terenjit, Assistant Professor (TT) 100%	24
Sreenivasan, Ramya, Associate Professor (T) 100%	28
<b>Post-Doctoral Fellows</b>	
Chaudhry, Faisal, 100%	6
Williams, Tyler, coming Fall 2014 100%	31
<b>Senior Lecturer</b>	
Miner, Allyn, Senior Lecturer (SL) 100% Music Performance	17
<b>Lecturers (full-time)</b>	
Menai, Mustafa, (U) 100% Urdu	17
Obrock, Luther, (U) 100% Sanskrit	20
Pien, Joshua (U) 100% Hindi	22
<b>Lecturers (part-time)</b>	
Bandaru, Raja, (U) 100% Telugu	3
Banerjee, Haimanti, (U) 100% Bengali	3
Bhatti, Aqeel, (U) 100% Tabla	5
Cavanna, Thomas (U) 100% Politics of South Asia	5
Duckworth, Jasmine (U) 100% Tibetan	7
Gahunia, Amrit, (U) 100% Punjabi	8

Gangulee, Srilata, (U) 60% Asian American Studies	9
Suthar, Babu (U) 100% Gujarati	29
Khan, Fariha, (U) 50% Asian American Studies	13
Kurichi, James, (U) 100% Malayalam	14
Mukharji, Manjita (U) 100% History & Religions of South Asia	19
Ranade, Milind, (U) 100% Marathi	22
Renganathan, Vasu, (U) 100% Tamil	23
Roy, Raili (U), 100% Gender and Development in South Asia	23
Sohoni, Pushkar (U), 100% South Asian Architecture	27
Swaminathan, Vijayalakshmi, (U) 100% Kannada	29

### **Visiting Faculty**

Sharma, Ram Karan, (U) 100% Sanskrit & Cultural History of India	25
Sundaram, Rallapalli, (U) 100% Telugu and Kannada Language & Literature, Indian Folklore	28
Toor, Saadia (U) 100% History & Culture of Pakistan	30

### **Library**

Sohoni, Pushkar, South Asia Bibliographer, Van Pelt Library 100%	27
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### **III. Graduate Group in South Asia Regional Studies and Center Associates**

The Graduate Group (GG), which at Penn is appointed by the Provost and issues graduate degrees, consists of *all standing faculty* of the South Asia Studies Department as above plus *additional term members*, here listed by the discipline of their home department. Center Associates (CA) share interests with the Center and act as advisors and consultants for students, but do not always teach South Asia courses.

#### **Anthropology and Archaeology**

Agha, Asif, Professor (T) 10% (GG)	1
Spooner, Brian, Professor (T) 50% (GG)	27

#### **Art History**

Holod, Renata, Professor (T) 15% (GG)	11
*Meister, Michael W., Professor (T) 100% (GG)	16

#### **Business, Wharton School of**

Anagol, Santosh, Assistant Professor (TT) 10% (CA)	2
Singh, Harbir, Professor (T) 10% (CA)	26
Singh, Jitendra, Professor (T) 25% (CA)	26

#### **Economics**

Behrman, Jere, Professor (T) 30% (GG)	4
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#### **Education, Graduate School of**

Ghaffar-Kucher, Ameena, Senior Lecturer 40% (CA)	9
Hall, Kathleen, Associate Professor (T) 25% (GG)	10
Wagner, Dan, Professor (T) 20% (CA)	31

#### **English**

Kaul, Suvir, Professor (T) 25% (GG)	13
Loomba, Ania, Professor (T) 25% (GG)	14

**History**

Kashani-Sabet, Firoozeh, Associate Professor (T) 25% (CA)	12
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**History and Sociology of Science**

Mukharji, Projit, Assistant Professor (GG) 100%	19
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**Landscape Architecture, School of Design**

Mathur, Anuradha, Professor (T) 20% (GG)	15
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**Law, School of**

Balganesh, Shyamkrishna, Assistant Professor (TT) 10% (CA)	2
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**Media Studies**

Mukherjee, Rahul, coming Fall 2014 (TT), 50% (GG)	20
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**Music**

Sykes, James, Assistant Professor (TT) 100% (GG)	30
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**Religious Studies**

*Elias, Jamal, Professor (T) 30% (GG)	7
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McDaniel, Justin, Associate Professor (T) 75% (GG)	16
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**Political Science**

Frankel, Francine, Professor (T) 50% (GG)	8
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Kapur, Devesh, Associate Professor (T); Director CASI 50% (GG)	12
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Sil, Rudra, Professor (T) 15% (GG)	25
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**Social Policy & Practice, School of**

Ghose, Toorjo, Associate Professor (T) 20% (GG)	10
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Handy, Fehmida, Professor (T) 10% (GG)	11
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**Knowledge@Wharton**

Pandya, Mukul, Editor-in-Chief; Senior Fellow, Management Department, Wharton School 25% (CA)	21
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**Philadelphia Museum of Art, Indian and Himalayan Dept.**

Mason, Darielle, Adjunct Associate Professor (U); Stella Kramrisch Curator of Indian and Himalayan Art 100% (CA)	15
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**ASIF AGHA**

Professor and Chair, Department of Anthropology

**Appointed:** 1998, Tenured.

**Teaching Time to S. Asia:** 10%

**Education:** Ph.D. (1990), M.A. (1985) University of Chicago; A.B. (1983) Princeton University

**Overseas experience:** Nepal, Pakistan

**Languages:** Urdu (4), Hindi (4), Punjabi (3), Tibetan (2)

**South Asia courses:** Language in Culture & Society; Communication & Culture; Grammatical Categories

**Research and training specialization:** Role of language in establishing and maintaining social relations; Metaphor and tropes; Registers of language; Discourse analysis.

**Recent publications:**

2011 (Guest editor) *Mediatized Communication in Complex Societies*. Special issue, *Language and Communication* 31(3).

2011a. Commodity Registers. *Journal of Linguistic Anthropology* 21(1): 22-63.

2007 *Language and social relations*. Cambridge, UK: Cambridge University Press.

**Supervised (past 5 years):** 8 Ph.D.

**Distinctions (select):** Edward Sapir Prize, 2008

**DAUD ALI**

Associate Professor, Department of South Asia Studies

**Appointed:** 2009, Tenured.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (1996), M.A. (1988), University of Chicago; B.A. (1986) College of William and Mary

**Overseas experience:** India

**Languages:** Sanskrit (4), Tamil (2)

**South Asia courses:** Making of Medieval India; History, Culture, Religion in Early India; Intro to Modern India

**Research and training specialization:** Literary and historical memory in medieval Malwa.

**Recent publications:**

2014 Forthcoming. "The Image of the Scribe in Early Medieval India", in Kesavan Veluthat and Donald Davis, eds. *Irreverent History: Essays for M.G.S. Narayanan* (Delhi: Primus Books)

2014a. Forthcoming. "Whither to O Darkness? Writing Medieval History in South Asia" *Social History* 2014.

2014b. Under preparation. "Bhoja's Mechanical Garden: Technology and Wonder across the Indian Ocean" *History of Religions*.

2013 "Temporality, Narration and the Problem of History: A View from Western India c. 1100-1400", *Indian Economic and Social History Review* 50.2: 237-59.

2012 "The Historiography of the Medieval in South Asia." *Journal of the Royal Asiatic Society*, 22.1: 7-12.

2012a. "Indian Historical Writing c. 600-1400", in Chase Robinson, ed., *The Oxford History of Historical Writing*. (New York: Oxford University Press), pp. 80-101.

2012b. "The Epigraphical Legacy at Gangaikondacholapuram: Problems and Possibilities" in Appasamy Murugaiyan, ed., *New Dimensions in Tamil Epigraphy: A Multi-Disciplinary Approach* (Chennai: CreA Publishers), pp. 3-34.

2012c. "Censured Sexual Acts and Early Medieval Society in India" in R. Reyes and G. Clarence-Smith, eds. *Sexual Diversity in Asia, c. 600 – 1950* (London: Routledge), pp. 47-66.

2011 "Padmaśrī's *Nāgarasarvasva* and the World of Medieval *Kāmasāstra*", *Journal of Indian Philosophy* 39.1: 41-62.

2011a. (ed., with Emma Flatt) *Garden and Landscape Practices in Precolonial India: Histories from the Deccan* (Delhi: Routledge).

2011b. (ed., with Indra Sengupta). *Knowledge Production, Pedagogy and Institutions in Colonial India*. (New York: Palgrave).

**Supervised (past 5 years):** 5 Ph.D.

**Distinctions (select):** American Institute of Indian Studies, short term fellowship

**SANTOSH ANAGOL**

Assistant Professor of Business Economics and Public Policy, Wharton School of Business

**Appointed:** 2009, Tenure-track.

**Teaching Time to S. Asia:** 10%

**Education:** Ph.D. (2009), M.Phil. (2005), M.A. (2004) Yale University; B.A. (2002) Stanford University

**Overseas experience:** India

**Languages:** Hindi (2)

**South Asia courses:** Business in a Global Political Environment; Business in the Global Political Environment,

**Research & training specialization:** Efficiency of rural asset markets in developing countries; Marketing and usage of mobile phone based banking; Estimating the impact of microfinance programs.

**Recent publications:**

- 2013 (with K. Gamble), "How Segregated Framing of Portfolio Results by Asset Affects Investors' Decisions: Evidence from a Lab Experiment," *Journal of Behavioral Finance*, 14.4: 276-300.
- 2012 (with H. Kim), "The Impact of Shrouded Fees: Evidence from a Natural Experiment in the Indian Mutual Fund Market," *American Economic Review*, 102.1: 576-593.
- 2006 (with Udry, C.) "The Return to Capital in Ghana," *American Economic Review, Papers and Proceedings*, 96.1: 388-393.

**Distinctions (select):** Wolpow Family Endowed Faculty Scholar Award, 2012-2013; John F. Enders Summer Fellowship, Yale University, 2008; Finalist (top 5), Hamilton Project Policy Innovation Competition, 2007 Ryoichi Sasakawa Young Leaders' Fellowship, Yale University, 2004 – 2005; Economic Growth Center Prize, Yale University, 2003-2007; Ryoichi Sasakawa Young Leaders' Fellowship, Yale University, 2004-2005; Fulbright Scholar to India, 2002-2003.

**SHYAMKRISHNA BALGANESH**

Assistant Professor, School of Law

**Appointed:** 2009, Tenure-track.

**Teaching Time to S. Asia:** 10%

**Education:** J.D. (2007) Yale Law School; M.Phil. (2005), B.C.L. (2004) Oxford University; B.A., LL.B (Hons.) (2003) National Law School of India University

**Overseas experience:** India

**Languages:** Kannada (4); Tamil (3); Hindi (4); Sanskrit (1)

**Research and training specialization:** Institutional design in intellectual property law; common law reception in India and the U.S.

**South Asia courses:** The Indian Legal System; International Intellectual Property Law

**Recent publications:**

- 2014 Forthcoming. (With Neel Maitra). *The Private Law of India*. (Oxford University Press).
- 2013 Forthcoming. "Gandhi and Copyright Pragmatism" *California Law Review*, Vol. 101.
- 2012 "The Normativity of Copying in Copyright Law," *Duke Law Journal*, 62.203.
- 2009 Tiered originality and the dualism of copyright incentives. *Virginia Law Review, In Brief*, 95.67.

**Distinctions:** Rhodes scholarship (India), 2003-2005.

**RAJA BANDARU**

Lecturer in Telugu, Department of South Asia Studies

**Appointed:**

**Teaching time to S. Asia:** 100%

**Education:** Ph.D. Indian Institute of Technology, Delhi; MTEC Indian Institute of Technology, Kharagpur; B.Eng. SV University, India.

**Language:** Telugu (4)

**Overseas experience:** India, England

**South Asia courses:** Beginning Telugu, Intermediate Telugu, Advanced Telugu

**Current research:** Biomedical engineering, telecommunications, control engineering, management science, and Indic studies.

**Distinctions (select):** *Veda-Vidya-Rakshak* (Protector of Vedic Knowledge) by the World Association of Vedic Studies (WAVES), 2006; Hindu Chaplain at the Robert Wood Johnson University Hospital, New Brunswick, NJ.

**HAIMANTI BANERJEE**

Lecturer in Bengali, Department of South Asia Studies;  
Associate Director of Language & Culture Programs, the Lauder Institute,  
Wharton School of Business

**Appointed:** 1995, Untenured (Department); 2009 (Lauder).

**Teaching time to S. Asia:** 100%

**Education:** Elementary Education Certification (2003), M.Ed. (1997) University of Pennsylvania; M.Phil. (1994), M.A. (1991), B.A. (1989) Delhi University

**Languages:** Bengali (4), Hindi (4)

**Overseas experience:** India, Chile

**South Asia courses:** Beginning Bengali; Intermediate Bengali; Advanced Bengali; Beginning Hindi

**Research and training specialization:** Program planning for Lauder Hindi program students' summer immersion in India (8 weeks/year) involving language instruction, cultural seminars and activities; and company visits. Advisor to children's book on India; Engaged in projects (NFLC) for the development of on-line Hindi reading materials for teaching reading comprehension; Created lessons using authentic materials for Bengali learners, University of Pennsylvania; Involved in interpretation and translation services; Examiner of Bengali tests for American Institute of Indian Studies

**Pedagogical training:** Presenter at professional development workshops for South Asia language educators (community teachers; FLTAs); Regular participant in professional development workshops in language pedagogy organized at University of Pennsylvania; National Capital Language Resource Center; American Council on the Teaching of Foreign Languages; National Council of Less Commonly Taught Languages

**Distinctions (select):** Recipient of the STARTALK grant for proposal on "Hindi Summer Immersion program for high school students, 2009; Presented at National Council of Less Commonly Taught Languages conference on "Role of National Standards in Promoting Linguistic and Cultural Proficiency", 2009; Co-leader of the Fulbright-Hays Group Project Abroad teachers' group in India, Summer 2005; Certified ACTFL/ILR tester and rater in Bengali, an ACTFL mentor to tester-trainees of different languages and part of the ACTFL's Bengali OPIC team; Recipient of three year- long IRS grants to develop Bengali materials.

**ZOE BECKERMAN**

Department Coordinator, Department of South Asia Studies

**Appointed:** 2011

**Time to S. Asia:** 100%

**Education:** B.A. (1991) University of Massachusetts, Amherst

**Languages:** French

**Overseas experience:** France, Canada, Israel, England

**Distinctions:** Recipient of the Silver Award, a monetary bonus awarded by The University of Pennsylvania School of Arts and Sciences in recognition for “extraordinary contribution to the mission of the School”, 2012; appointed to University of Pennsylvania Student Affairs Leadership Team Conference (SALT) “One Global Campus”, 2011; University of Pennsylvania Anti-Violence Advocates Training, 2011; University of Pennsylvania Focus Design Group Sub-Team on Cross Training, School of Arts and Sciences proposal: Skill Sharing for Employee Development (SEED), 2009-2010; University of Pennsylvania Certificate Program in Administrative Excellence, 2009; awarded highest rating for University of Pennsylvania Anthropology Graduate Coordinator in sixteen years, 2007; Account Executive of the Year, Nine West Group Inc. 1996.

**JERE R. BEHRMAN**

William R. Kenan Professor, Department of Economics; Director, Population Studies Center

**Appointed:** 1965, Tenured.

**Teaching Time to S. Asia:** 30%

**Education:** Ph.D. (1966) M.I.T; B.A. (1962) Williams College

**Overseas experience:** India, Pakistan, Afghanistan, Bangladesh, Sri Lanka, Nepal, Thailand, Vietnam, Indonesia, Hong Kong, Japan, Singapore, Malaysia, Philippines

**Languages:** Spanish (3)

**South Asia courses:** Economics of Development (partially on South Asia)

**Research and training specialization:** Empirical micro demographic and economic behaviors in developing countries to understand various causal relations on a wide range of demographic and economic outcomes over the life course, through using integrated modeling-estimation approaches that incorporate market imperfections within dynamic contexts and special data

**Recent publications:**

- 2014 “Twin Studies in Demography”, *The International Encyclopedia of the Social and Behavioral Sciences, Second Edition*.
- 2014a. “Perception of HIV risk and the quantity and quality of children: The case of rural Malawi” (with Ruben Castro and Hans-Peter Kohler), *Journal of Population Economics*.
- 2013 “Math skills and market and non-market outcomes: Evidence from an Amazonian society” (with Eduardo A. Undurraga, Elena L. Grigorenko, Alan Schultz, Julie Yiu, TAPS Bolivia Study Team, and Ricardo A. Godoy), *Economics of Education Review*.
- 2013a. “Adult consequences of growth failure in early childhood” (with John Hoddinott, John A. Maluccio, Paul Melgar, Agnes R. Quisumbing, Manuel Ramirez-Zea, Aryeh D. Stein, Kathryn M. Yount, and Reynaldo Martorell, *The American Journal of Clinical Nutrition*.
- 2013b. “Post-Infancy Growth, Schooling, and Cognitive Achievement: Young Lives” (with Crookston, B.T., W. Schott, S. Cueto, K.A. Dearden, P. Engle, A. Georgiadis, E. Lundeen, M. Penny, A.D. Stein, and The Young Lives Determinants and Consequences of Child Growth Project Team, *American Journal of Clinical Nutrition*.

**Supervised (past 5 years):** 26 Ph.D.

**Distinctions:** Fellow of Econometric Society; Guggenheim Fellow; Fulbright 40th Anniversary Distinguished Fellow; Carlos Diaz Alejandro Biennial Prize for Outstanding Research Contributions to the Latin American Economy; Doctor Honoris Causa of the Universidad de Chile, 13 December 2011, invited lecture on “From Macro Econometric Analysis to Early Childhood Development”; National Academy Science-National Research Council Committee on Population; National Institute of Child Health and Development Advisory Committee

**AQUEEL BHATTI**

Lecturer in Music, Department of South Asia Studies

**Appointed:** 2005, Untenured.

**Teaching time to S. Asia:** 100%

**Languages:** Urdu (4)

**Overseas experience:** Pakistan

**South Asia courses:** Beginning Tabla (I); Beginning Tabla (II)

**Performances:**

Jan-April 2011	Tabla accompaniment with dance class at Swarthmore College, Swarthmore, PA.
2010	Performance at Indian consulate in NY
2009	Performance at Indian ambassador's residence in Washington, DC.
2006-present	Sivananda Yoga Retreat, Nassau, Bahamas: Performed and demonstrate on north Indian Music, teaching Tabla and performing with various Artists from India, Pakistan, and Bangladesh, in the USA, Canada and Caribbean.
1998-2003	Pakistan Christian Arts Council Rawalpindi, Pakistan: Took part in various cultural programs organized by the council. Performed on national TV (Pakistan TV) and Radio of Pakistan.

**THOMAS CAVANNA**

Lecturer, International Relations Program

**Appointed:** 2013, Untenured.

**Teaching time to S. Asia:** 25%

**Education:** Ph.D. (2012) Sciences Po, Paris; M.A. (2006) Audencia Nantes École de Management; MA History of International Relations, L'Institut d'Études Politiques de Paris; B.A. Université Sorbonne Nouvelle (Paris III).

**Languages:** French (4)

**Overseas experience:** India

**South Asia Courses:** Afghanistan and the U.S. War of Necessity; Topics in International Relations: the U.S. in South Asia: From Cold War to New Alignments

**Research and training specialization:** U.S. grand strategy (especially in the greater Middle East), the rise of China; the "Af-Pak" conundrum.

**Recent publications:**

2014           To be submitted. "Smiling Buddha revisited: the international impact of the 1974 Indian nuclear test".

2013           "Nixon, Kissinger et les affres du 'tilt to Pakistan'" *Revue d'Histoire Diplomatique*.

**Distinctions:** Winner of Prix Jean-Baptiste Duroselle doctoral dissertation at Sciences Po, "US Foreign Policy towards India and Pakistan in the 1970s", 2012; Fox International Fellow, Yale University 2009-2010.



**FAISAL CHAUDHRY**

ACLS New Faculty Postdoctoral Fellow, Department of South Asia Studies

**Appointed:** 2012, Untenured.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (2011), Harvard University; J.D. (2003), Harvard Law School

**Overseas experience:** India

**Languages:** Urdu (4), Persian (4)

**South Asia courses:** India in the Imagination of Classical Political Economy, Law and the Colonial Encounter in the Indian Subcontinent, Introduction to Modern India, Comparing Turco-Islamic Imperial Styles in West and South Asia

**Research and training specialization:** Nationalism and Economic Thought in early 20<sup>th</sup> Century South Asia.

**Recent publications:**

2014 "The Political Economy of Energy in Pakistan: Perspectives from Balochistan's Natural Gas Overseas and the Port City of Gwadar," in Jie Li, ed., *the Political Economy of Energy* (World Scientific Publishing Co.)

2013 Review of Christian Lane and Maribel Fierro, *Public Violence in Islamic Societies: Power, Discipline and the Construction of the Public Sphere. The International Journal of Asian Studies*, 10: 2, 221-223.

**Supervised (past year):** 1 M.A.

**Distinctions:** American Council of Learned Societies New Faculty Fellowship, 2012; Harvard Graduate Society Dissertation Fellowship, 2010; Columbia Law School, Center for the Study of Law and Culture Fellowship, 2008; U.S. Dept. of Ed. Fulbright Foundation Doctoral Dissertation Research Abroad Award, 2007.

**JODY CHAVEZ**

Managing Director, Department of South Asia Studies and the South Asia Center

**Appointed:** 2002

**Time to S. Asia:** 100%

**Education:** Certificate in Accounting & Finance (2013), M.G.A (2005), Certificate in Public Finance (2004) University of Pennsylvania; B.A. (1997) University of California, Santa Cruz

**Overseas experience:** China, Colombia, India, Korea, Nicaragua, Singapore, Thailand

**Languages:** Chinese (2)

**Distinctions:** Lead the ongoing implementation of a coordinated evaluation plan for Penn's Title VI Centers, 2004-present. Authored or co-authored more than a dozen successful grant proposals for various initiatives and projects, including a Global Engagement Fund grant to launch the South Asia Center's C.U. in India program, several STARTALK grants to host summer language programs in Hindi and Urdu at Penn (2009-12, with Shaheen Parveen, Rubab Qureshi, Vijay Gambhir, and Surendra Gambhir), a Fulbright-Hays Group Projects Abroad grant which sent fourteen PA and NJ K-12 teachers to India in July 2005, and numerous institutional grants. Assisted South Asia language faculty prepare International Research and Studies grant proposals, yielding 2 successful grants for materials for online Bengali language learning (with Haimanti Banerjee) and a Business Hindi textbook (with Surendra Gambhir). Directed the Governor's Institute on Asian Cultures at the University of Vermont, a summer program for high school students to learn about Asia, June 2001; co-led an annual, 3-week summer exchange program for Vermont teenagers to study in China, July 1997 – 2001. Received the Performance Measurement Award from Fels Institute of Government, University of Pennsylvania, 2005. Elected Phi Beta Kappa & awarded College Honors and Honors in the Major from University of California, 1997.

**JASMINE TASI YANKAR DUCKWORTH**  
Lecturer in Tibetan, Department of South Asia Studies

**Appointed:** 2014, Untenured  
**Teaching time to S. Asia:** 100%  
**Education:** B.A., Guilford College; B.A. (2000) Kathmandu University  
**Overseas experience:** Tibet  
**Languages:** Tibetan (4)  
**South Asia courses:** Beginning Tibetan; Intermediate Tibetan; Advanced Tibetan

**JAMAL J. ELIAS**  
Walter H. Annenberg Professor in the Humanities,  
Professor, Department of Religious Studies and South Asia Studies

**Appointed:** 2006, Tenured.  
**Teaching Time to S. Asia:** 30%  
**Education:** Ph.D. (1991), M.A. (1987) Yale University; M.A. (1985) University of Pennsylvania; B.A. (1983) Stanford University  
**Overseas experience:** Pakistan, India, Bangladesh, Central Asia  
**Languages:** Urdu (4), Hindi (4), Punjabi (4), Persian (4), Pashto (2)  
**South Asia courses:** Islam in the Modern World; History of Islamic Civilization; Introduction to Islamic Religion; Islam and the Religious Image; the Persian Intellectual Tradition; Sufism  
**Research and training specialization:** Material culture and society in Pakistan.  
**Distinctions (select):** Guggenheim Fellow, 2012; American Council of Learned Societies Fellow, 2012  
**Recent publications:**  
2012 *Aisha's Cushion: Religious Art, Perception and Practice in Islam.* Cambridge MA: Harvard UP.  
2011 *On Wings of Diesel: Identity, Imagination, and Truck Decoration in Pakistan.* Oxford, UK: Oneworld (Winner of the American Institute of Pakistan Studies Book Prize).  
2010 *Key themes for the study of Islam.* Oxford, UK: Oneworld.  
**Supervised (past 5 years):** 4 Ph.D.; 2 B.A.

**FRANCINE R. FRANKEL**

Professor, Department of Political Science;  
Founding Director, Center for Advanced Study of India

**Appointed:** 1965, Tenured.

**Teaching Time to S. Asia:** 50%

**Education:** Ph.D. (1965) University of Chicago; M.A. (1958) School of Advanced International Studies, Johns Hopkins University; B.A. (1956) City College of New York

**Languages:** Hindi (2)

**Overseas experience:** India, China

**South Asia Courses:** Society and Politics in India; International Relations of South Asia; Comparative South Asian Politics

**Research and training specialization:** Different Worlds: Foreign Policy Making in India and the United States during the Cold War

**Recent publications:**

In progress      *Origins of Strategic Rivalry in Asia: India, America and China during the Early Cold War.*

2005                (with Harry Harding) *The India-China Relationship: What the United States Needs to Know.* New York: Columbia University Press and Washington, D.C.: Woodrow Wilson Center Press.

2005a.             *India's Political Economy, 1947-2004.* New Delhi, India: Oxford University Press.

2000                (with Zoya Hasan, Rajeev Bhargava, & Balveer Arora) *Transforming India, Social and Political Dynamics of Democracy.* Oxford, UK: Oxford University Press.

**Distinctions:** Founding Director, Center for the Advanced Study of India

**AMRIT GAHUNIA**

Lecturer in Panjabi, Department of South Asia Studies

**Appointed:** 1986, Untenured.

**Teaching Time to S. Asia:** 100%

**Education:** M.Phil., Punjab University

**Overseas experience:** India

**Languages:** Punjabi (4), Hindi (4)

**Courses:** Beginning Punjabi; Intermediate Punjabi; Advanced Punjabi; Advanced Hindi

**Research interests:** Developing Punjabi learning resources and the role of women in South Asian literature.

**Pedagogical training:** Instructor Training Workshops for STARTALK Hindi & Hindi-Urdu high school summer programs, 2009-14. Annual South Asia Center training workshops, 2005-14. Various Penn Language Center Workshops.

**Distinctions:** Certified STARTALK Language program instructor and was an instrumental part of the 2010-2012 Penn Hindi STARTALK program; developed instructional material for beginning and intermediate level Punjabi students; experienced in translation work editing and book reviews for various private publishers and organizations; advisor, Penn Sikh Organization. Developed and implemented Standards-Based lessons in Punjabi.

**SRILATA GANGULEE**

Lecturer, Asian American Studies;  
Assistant Dean, College of Arts and Sciences

**Appointed:** 1997 (Lecturer); 1994, Tenured (Assistant Dean).

**Teaching Time to S. Asia:** 60%

**Education:** Ph.D. (1973) New York University; M.A. (1965) Fletcher School of Law & Diplomacy, Tufts University; B.A. (1963) Presidency College, University of Calcutta, India

**Overseas experience:** India

**Languages:** Hindi (4), Bengali (4)

**South Asia courses:** Planning to be Off-shore: a Freshman Seminar; Advanced Bengali Literature; Rivals in a Rising Asia

**Research and training specialization:** Comparative socio-economic development of China, India, Pakistan and Bangladesh, 1947 to the present; Special economic zones in India and China.

**Supervised (past 5 years):** Approximately 30 undergraduate independent studies and 5 honors theses in South Asia Studies

**AMEENA GHAFAR-KUCHER**

Senior Lecturer and Associate Director, International Educational Development Program,  
Education, Culture, and Society Division, Graduate School of Education

**Appointed:** 2009, Renewable tenure.

**Teaching Time to S. Asia:** 50%

**Education:** Ed.D. (2008), Teachers College, Columbia University; M.S.Ed / P.D. (2004) Fordham University; B.S. (1999) University of Maryland at Schwäbisch Gmünd, Germany

**Overseas experience:**

**Languages:** Urdu (3), Punjabi (1)

**South Asia courses:** Educational Development in South Asia; Race, Class, and Ethnic Inequalities in Education; Education, Development, and Globalization

**Research and training specialization:** Educational and social experiences of Pakistani immigrant youth in the US

**Recent publications:**

- 2013 (with Leslie Bartlett, editors). *Refugees, Immigrants, and Education in the Global South: Lives in Motion*. Routledge Research in Education.
- 2013a. (with Bajaj, M, and Desai, K.) *In the face of Xenophobia: Lessons to address the bullying of South Asian youth*. SAALT. South-Asian Americans Leadership Together, Washington DC. April.
- 2012 "The religification of Pakistani-American Youth." *American Educational Research Journal*.
- 2012 (with Mahajan, A.) "Salaam! Namaste!: Indian and Pakistani Community Based Efforts Towards Heritage Language Maintenance." In *Multilingualism and community education in New York City*. Ofelia Garcia, Zeena Zakharia, & Bahar Otcu (eds.). Multilingual Matters, 2012.

**Supervised:** 4 MSED.

**Distinctions:** Program Chair, South Asia Special Interest Group, Comparative and International Education Society, 2008-2011; Finalist, Outstanding Dissertation Award, Council on Anthropology and Education, 2008; Spencer Foundation Research Training Grant, Teachers College, Columbia University, 2006; President's Grant for Research in Diversity, Teachers College, Columbia University, 2006-2007

**TOORJO GHOSE**

Associate Professor, School of Social Policy & Practice

**Appointed:** 2007, Tenured.

**Teaching Time to S. Asia:** 20%

**Education:** Ph.D. (2005) UCLA; M.S.W (2000) Ohio State University; M.A. (1998), B.S., B.A. (1994) Miami University

**Overseas experience:** India

**Languages:** Bengali (4), Hindi (1), Gujarati (1), Sanskrit (1)

**South Asia courses:** Foundations of Social Work Practice (sex workers & empowerment in India, working with South Asian clients in session, and substance abuse in India); Substance Abuse Module (includes material on South Asian substance users); Global Health (module) (mobilizing sex workers in India)

**Research and training specialization:** Postcolonial Social Work Practice; effectiveness of substance abuse case management in India; mental illness among HIV positive sex workers in Kolkata.

**Recent publications:**

In press (with Gordon, A.J., Metraux, S., & Justice A.C.) The longitudinal effects of transitioning into hazardous drinking on homelessness among veterans in care. *Drug & Alcohol Dependence*.

In press "Teaching about a sex work community in India: Towards a postcolonial pedagogy." *Journal of Social Work Education*.

Forthcoming "Politicizing political society: Mobilizing sex workers in Sonagachi, Calcutta," in A. Loomba, & R. Lukose (Eds.), *Feminist interventions in South Asia*. Durham, NC: Duke University Press.

**Distinctions:** Principal Investigator, Examining Housing as an Intervention for Homeless Released Female Prisoners Living with HIV/AIDS, University Research Foundation, University of Pennsylvania, 2009-2010; Principal Investigator, Reducing HIV risk among the dually diagnosed in India, Center For AIDS Research, University of Pennsylvania, 2008-2010.

**KATHLEEN D. HALL**

Associate Professor, Graduate School of Education & Anthropology;  
Former Director, South Asia Center (2006-2013)

**Appointed:** 1995, Tenured

**Teaching time to S. Asia:** 30%

**Education:** Ph.D. (1993), M.A. (1985) University of Chicago; B.A. (1979) California State University at Fresno

**Overseas experience:** India, Punjabi diasporic communities of UK and US

**Languages:** Hindi (1), Punjabi (1)

**South Asia courses:** Culture/Power/Identities; Social Theory; Ethnographic Research Methods (useful for students conducting overseas research in South Asia); Global Citizenship and Anthropology and Education (include ethnographies on South Asia and the South Asian diaspora)

**Research and training specialization:** Cultural politics of citizenship in post 7/7 UK

**Recent publications:**

2010 "Security and the Risk Management State: British Anti-Terrorism Policies After 7/7." In *Politics, Publics, Personhood: New Ethnographies at the Limits of Neoliberalism*. C. Greenhouse (eds.). Philadelphia: University of Pennsylvania Press.

2009 "British Sikh Lives Lived in Translation". In *Everyday Life in South Asia*, Bloomington: University of Indiana Press.

2009b. Security and the risk management state: British anti-terrorism policies post 7/7. In Carol Greenhouse (Ed.), *Politics, publics, personhood: New ethnographies at the limits of neoliberalism*. Philadelphia: University of Pennsylvania Press.

2007 "Scientifically Debased Research on Learning, 1854-2006." *Anthropology and Education Quarterly* 38(11): 82-88, 2007.

**Supervised (past 5 years)** 26 Ph.D. / Ed.D.; 15 MS.Ed.; 2 B.A.

**Distinctions:** Provost's Award for Distinguished Ph.D. Teaching and Mentoring, 2009; Provost University Fellowship, Salzburg Seminar: "Immigration and Inclusion: Rethinking National Identity," 2007; Michael Katz Award for Excellence in Teaching, Urban Studies Program, 2000.

**FEMIDA HANDY**

Professor, School of Social Policy and Practice

**Appointed:** 2005, Tenured.

**Teaching Time to S. Asia:** 10%

**Education:** Ph.D. (1995), M.A., M.E.S. York University; B.Sc. (1970) University of Pune

**Overseas experience:** India

**Languages:** French (2), Hindi (2), Gujarati (2)

**Research and training specialization:** Entrepreneurship, leadership, organizational structures, and social impact of Indian NGOs; impact of SHGs membership on empowerment and leadership

**South Asia courses:** Nonprofits in a Changing Environment

**Recent publications:**

2012 Cnaan, R.A., Moodithaya, M. & Handy, F. (2012). Financial inclusion: Lessons from rural South India. *Journal of Social Policy*, 41(1). 183-205.

2011 (with M. Kassam, & B. Ranade) *From Sewa to cyberspace: The changing face of volunteering in India*. New Delhi: Sage Publishers.

2011a. Grönlund, H., Holmes, K., Kang, C., Cnaan, R., Handy, F., et al. Cultural values and volunteering: a cross-cultural comparison of students' motivation to volunteer in 13 countries *Journal of Academic Ethics*. 9(4) 87-106

2010 Handy, F., & Carpenter, C. *Sandy's incredible shrinking footprint*. Toronto, ON: Second Story Press.

2009 (with M.S. Moodithaya, & R. A. Cnaan) "Understanding volunteer leaders of microcredit self-help groups in Karnataka, India." *Social Development Issues*, 31(2), 15-29.

**Supervised (past 5 years):** 2 Ph.D.

**Distinctions:** Editors' Prize for best scholarly paper, *Nonprofit Management and Leadership*, 2008; Marie Weil Award for Best Published Article, *Journal of Community Practice*, 2007; Outstanding Published Article Award, *Nonprofit and Voluntary Sector Quarterly*, 1996.

**RENATA HOLOD**

College of Women Class of 1963 Professor, Department of the History of Art

Curator of Islamic Art, Near East Section, University Museum

**Appointed:** 1993, Tenured (Professor); 1994 (Curator)

**Teaching Time to S. Asia:** 15%

**Education:** Ph.D. (1972) Harvard University; M.A. (1965) University of Michigan; Honours B.A. (1964) University of Toronto

**Overseas experience:** Syria, Iran, Afghanistan, Iraq, Morocco, China, Turkey, Egypt, Tunisia, Ukraine

**Languages:** Persian (2), Uzbek (1)

**South Asia courses:** Introduction to the Visual Culture of the Islamic World; Islamic City: City & Its Building Ensembles.

**Museum experience:** "From the Two Pens Line & Color in Islamic Art" guest curator at Williams College Museum of Art, October-December 2002; "Line & Letter: Studying a 16<sup>th</sup> Century Shirazi Manuscript" exhibition at Rare Book Gallery, Van Pelt Library, March-May 2005.

**Research and training specialization:** Archeological and archival survey of the Island of Jerba, Tunisia; Vision & gaze in the study of the visual culture of Islamic civilization: Long term inquiry into the history of art and optics.

**Recent Publications:**

2009 Mosques since 1900. In P. Goode (Ed.), *Oxford companion to architecture* (p. 2). Oxford, UK: Oxford University Press.

2009a. (with Elizabeth Fentress, & Ali Drine) *An island through time: Jerba studies*. Portsmouth, R.I.: Journal of Roman Archaeology.

2008 (with Salma Jayyusi, Attilio Petruccioli, and André Raymond) *The city in the Islamic world*. Boston: Brill.

**Distinctions (select):** Aga Khan Trust for Culture, Assessment Board, 2012-2013; President, Board of Trustees, Ukrainian Museum New York, 2013; Provost's Award for Mentorship of Graduate Students, 2010; Getty Collaborative Grant 2006-2009; Foundation Grant 2003, 2004; Islamic Environmental Design Achievement Award, 2004; Scientific Committee, Foundation Van Berchem, Geneva, March 2001-; Fellow, Clark Institute, Fall 1999.

**DEVESH KAPUR**

Madan Lal Sobti Associate Professor, Department of Political Science;  
Director, Center for the Advanced Study of India

**Appointed:** 2006, Tenured.

**Teaching Time to S. Asia:** 50%

**Education:** Ph.D. (1994) Woodrow Wilson School, Princeton University; M.S. (1985) Univ. of Minnesota; B.Tech (1983) Institute of Technology, Banaras, India

**Overseas experience:** India; Indian-American Diaspora (US)

**Languages:** Hindi (4), Bengali (1)

**South Asia courses:** Political Economy of Development; Political Economy of Modern India; Business & Politics of Developing Countries

**Research and training specialization:** Local-global linkages affecting political and economic change; Effects of economic liberalization on socially marginalized groups in India; Effects of international migration from India on India; Higher education reforms in India; Public institutions and administrative reforms in India.

**Recent publications**

- 2011 "The Shift to Cash Transfers: Running Better but on the Wrong Road?" *Economic and Political Weekly*. Vol. XLVI, No. 21. May 21.
- 2011 "Brain Drain or Brain Bank? The Impact of Skilled Emigration on Poor-Country Innovation," *Journal of Urban Economics*, 69: 43-45 (with Ajay Agrawal, John McHale, and Alexander Oettl).
- 2010 "Can the Privatization of Foreign Aid Enhance Accountability," *Journal of International Law and Politics*, Vol. 42: 1,143-1,180, 2010 (with Dennis Whittle).

**Supervised (past 5 years):** 10 Ph.D.; 5 B.A.

**Distinctions:** 2012 ENMISA (Ethnicity, Nationalism, and Migration Section of the International Studies Association) Distinguished Book Award; Macarthur Foundation: "How Can Talent Abroad Help Reform Institutions at Home? Towards a New Diaspora Agenda in Development," 2008-2010; "Democracy and Development" Fellowship, Princeton University, 2008-09; Gates Foundation: "Incubation Project for an Indian Healthcare Ratings System and Professional Networking Platform," 2008-2009.

**FIROOZEH KASHANI-SABET**

Robert I. Williams Term Professor, Department of History; Director, Middle East Center

**Appointed:** 1999, Tenured.

**Teaching Time to S. Asia:** 25%

**Education:** Ph.D. (1997) Yale University

**Overseas experience:** Iran, Turkey, Emirates, Britain, France

**Languages:** Persian (4), French (4), Spanish (3), Arabic (2), Ottoman Turkish (2), Italian (2)

**South Asia courses:** History of the Modern Middle East (including Afghanistan); Islam in Global Perspective (including Islam in India and Pakistan)

**Research and training specialization:** Iranian-Afghan relations; Iraqi-Iranian relations; Modern Islam

**Recent publications:**

- Forthcoming *Tales of Trespassing: Borderland Histories of Iran and the Middle East* (Cambridge: Cambridge University Press).
- Forthcoming *American Divines, Persian Diplomats: A History of US-Iranian Relations, 1833-1979* (Princeton: Princeton University Press).
- 2011 *Conceiving Citizens: Women and the Politics of Motherhood in Iran* (Oxford University Press),
- 2010 *Martyrdom Street*. Syracuse, NY: Syracuse University Press.

**Supervised (past 5 years):** 1

**Distinctions:** Winner of 2012 book award from the *Journal of Middle East Women's Studies* for outstanding scholarship in the Overseas of Middle East gender studies for *Conceiving Citizens: Women and the Politics of Motherhood in Iran*.

**SUVIR KAUL**

A. M. Rosenthal Professor, Department of English

**Appointed:** 2003, Tenured.

**Teaching time to S. Asia:** 25%

**Education:** Ph.D. (1986) Cornell University; M. Phil. (1981), M.A. (1977), B.A. (1975) Delhi University.

**Overseas experience:** India

**Languages:** Hindi (4)

**South Asia courses:** Colonial and Postcolonial Writing in English; Representations of South Asia in Hollywood Film; The Historiography and Literature of Partition

**Research and training specialization:** Partition Studies

**Recent publications:**

- 2012 "A Time without Soldiers: Writing about Kashmir Today," *Historical Reflections/Reflexions Historiques* 38:2, 71-82.
- 2013 "Diary of a Summer," in *Until My Freedom Has Come: The New Intifada in Kashmir*, ed. Sanjay Kak (New Delhi: Penguin, 2011, 17-30; Chicago: Haymarket Books, 2013).
- 2011 "An" You will Fight, Till the Death of It. . . ." Past and Present in the Challenge of Kashmir," *Social Research* 78:1 (2011), 173-202. Reprinted in *India's World: The Politics of Creativity In a Globalized Society*, eds. Arjun Appadurai and Arien Mack (New Delhi: Rupa Books, 2012), pp. 161-89.
- 2011 "Indian Empire (and the Case of Kashmir)," *Economic and Political Weekly* 47:13 (March 26-April 1), pp. 66-75.
- 2011 "Two Lives, One Home," in *India International Center Quarterly* 37: 3&4, 186-197. Reprinted in *A Tangled Web: Jammu and Kashmir* (New Delhi: HarperCollins India, forthcoming 2011).

**Supervised (past 5 years):** 3 Ph.D.

**FARIHA I. KHAN**

Lecturer, Asian American Studies; Associate Director, Asian American Studies Program

**Appointed:** 1997 (Lecturer); 2008 (Associate Director).

**Teaching Time to S. Asia:** 50%

**Education:** Ph.D. (2008), M.A. (2001) University of Pennsylvania; M.A. (1994) Yale University; B.S. (1991) Drexel University.

**Languages:** Urdu (4), Arabic (2)

**South Asia courses:** South Asians in the U.S.: Introduction to history of South Asian migration as well as current issues; Muslim Identity in America: Introduction to Islam and communities of Muslims in U.S. with focus on South Asian diaspora

**Academic experience:**

- 2013 "Bangladeshi American Youth: Migration, Memory, and Social Change." Paper presented at the annual meeting of the American Folklore Society, Providence, Rhode Island.
- 2012 "What Is Asian American Folklore Anyway?" Paper presented at the annual meeting of the American Folklore Society, New Orleans, Louisiana.
- 2011 "Mapping South Asian American Muslim Identity." Paper presented at annual meeting of the Association for Asian American Studies, New Orleans, Louisiana.

**Publications:**

- 2006 South Asian communities. In S. J. Bronner (Ed.), *Encyclopedia of American Folklife*. Armonk, New York: M.E. Sharpe.

**Distinctions:** Penn Prize for Excellence in Teaching by Graduate Students, University of Pennsylvania, 2001; Samuel L. Fels Fellowship at the Balch Institute for Ethnic Studies, Philadelphia, PA, 1998.



**JAMES KURICHI**

Lecturer in Malayalam, Department of South Asia Studies

**Appointed:** 1990, Untenured.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (1975) Banaras Hindu University; M.Ed. (1979) Antioch University

**Overseas experience:** India

**Languages:** Malayalam (4), Hindi (4), Tamil (3)

**South Asia courses:** Beginning Malayalam, Intermediate Malayalam, Advanced Malayalam

**Pedagogical training:** Regular participant in professional development workshops in language pedagogy organized by Penn Language Center and Dept. of South Asia Studies, University of Pennsylvania

**Publications:**

2003                    *Teaching Malayalam through English*. Woolwich, New Jersey: New World Publications.

**ANIA LOOMBA**

Catherine Bryson Professor, Department of English

**Appointed:** 2003, Tenured.

**Teaching time to S. Asia:** 25%

**Education:** Ph.D. (1988) University of Sussex; M.Phil. (1981), M.A. (1977), B.A. (1975) Delhi University

**Overseas experience:** India, U.K.

**Languages:** Hindi (4), Punjabi (3)

**South Asia courses:** Colonial and Post-colonial Writings on India; Literature and Colonialism; Gender, Sexuality and Colonialism; Shakespeare and Empire

**Research and training specialization:** Feminisms for the present: theory and activism in South Asia; Women and the Indian Left: memories, sexualities, domesticities; Shakespeare performances in contemporary India; Women's clothing in colonial India

**Recent publications:**

2012                    (editor with Ritty Lukose). *South Asian Feminisms*. Durham: Duke University Press.

2011                    (editor) *Antony and Cleopatra*. W. W. Norton & Company; Elibron Classics series edition.

2009                    Race and the possibilities of comparative critique. *New Literary History*, 3.

**Supervised (past 5 years):** 3 Ph.D.

**Distinctions:** Shelby Cullom Davis Center Fellowship, Princeton University, Spring 2010 (declined); Mellon Distinguished Visitor Fellowship, University of Witwatersrand, Johannesburg, South Africa, June 2009; University Research Foundation Award for *Transnational Pasts*, April 2009

**DARIELLE MASON**

Adjunct Associate Professor, Dept. of the History of Art;  
Stella Kramrisch Curator of Indian and Himalayan Art, Philadelphia Museum of Art

**Appointed:** 2005 (History of Art); 1996, Tenured (PMA)

**Teaching Time to S. Asia:** 100 %

**Education:** Ph.D. (1995) University of Pennsylvania; B.A. (1982) Williams College

**Overseas experience:** India, Nepal, Sri Lanka, Indonesia, Cambodia, Vietnam, Thailand

**Languages:** Sanskrit (2), Hindi (2), Gujarati (1)

**South Asia courses:** Studying South Asian Art at the Philadelphia Museum of Art; Indian Painting; Indian Temple Sculpture; Modern Art in India; study tours to India for the Philadelphia Museum of Art

**Research and training specialization:** Reinstallation and reinterpretation of the South Asian and Himalayan collections of the Philadelphia Museum of Art including research and preparation of various digital and print publications; finalizing for publication *Mysteries of the Mandapa: The South Indian Temple Hall in the Philadelphia Museum of Art*; "Bringing the Hindu Temple Home" for Divine Artifacts: Stella Kramrisch and Indian Art History I the 20th Century (London: Courtauld Institute, in progress).

**Recent publications:**

In press "Pinning Butterflies: Miniatures, Museums and Meaning," in *Festschrift* for B.N. Goswamy (Ahmedabad: Mapin Publishing)

In press "Stitched Lives and the Lives of Stitches: Presenting Bengali Kanthas in a U.S. Museum," 50<sup>th</sup> Anniversary Volume (Dhaka: Bangladesh National Museum).

2011 "Dwellers on the Threshold: Seven Works by Rabindranath Tagore in the Stella Kramrisch Collection," in *Something Old, Something New* (Mumbai: Marg Publications, Spring) 164-179.

2010 "Ripples of Life: Bengal's Embroidered Quilts," *Hali* 163, Spring: 42-48.

**Distinctions:** Alfred H. Barr Jr. Award for Museum Scholarship from the College Art Association; Invitational residential fellowship at Acadia Summer Arts Program; Editorial Board Archives of Asian Art; Board of Directors American Council for Southern Asian Art; Advisory Board Jiv Daya Foundation; Honorary Vetting Committee International Asian Art Fair; Srimati Nabadurga Banerji Endowment Lecture (Asiatic Society of Mumbai); project grants include from the E. Rhodes and Leona B. Carpenter Foundation, The Coby Foundation, the Pew Charitable Trusts, and the National Endowment for the Humanities.

**ANURADHA MATHUR**

Professor, Department of Landscape Architecture, School of Design

**Appointed:** 1994, Tenured.

**Teaching Time to S. Asia:** 20%

**Education:** MLA (1991) University of Pennsylvania; B. Arch. (1986) School of Architecture, Ahmedabad, India

**Overseas experience:** India

**Languages:** Hindi (4)

**South Asia courses:** Design Studio and Seminar on Landscape and Mumbai

**Research and training specialization:** Mumbai in an Estuary; Ganga: The Immensity beneath the Ganges, Bangalore's Tanks and Drains.

**Selected projects:** The Mithi River, Mumbai: 12 Projects; House 212, Bangalore; Botanic garden & conference center, Madurai

**Recent publications:**

2009 (with Dilip Da Cunha) *SOAK: Mumbai in an estuary*. New Delhi, India: Rupa & Co.

2008 From Garden City to Tota. In A. De (Ed.), *Multiple city: An anthology on Bangalore*. New Delhi, India: Penguin Books India.

2006 (with Dilip Da Cunha) *Deccan traverses: The making of Bangalore's terrain*. New Delhi, India: Rupa & Co.

2001a (with Dilip Da Cunha) *Mississippi floods: Designing a shifting landscape*. New Haven, CT: Yale University Press.

2001b (with Dilip Da Cunha) Shifting matters. In Architectural League of New York (Ed.), *Young Architects: Second Nature*. New York: Princeton Architectural Press.

**Supervised (past 5 years):** Numerous Landscape Architecture professional degrees

**Distinctions:** Penn State Department of Landscape Architecture 2012 John R. Bracken Fellow.

**JUSTIN THOMAS MCDANIEL**

Associate Professor, Department of Religious Studies

**Appointed:** 2009, Tenured.

**Teaching time to S. Asia:** 60%

**Education:** PhD (2003) Harvard University, MTS (1998) Harvard University, BA (1993) Boston College

**Overseas experience:** Thailand, India, Japan

**Languages:** Sanskrit, Pali, Thai, Lao, Shan, Japanese, Latin, French, German

**Relevant courses:** Introduction to Buddhism, Buddhist literature, Buddhist manuscripts, Buddhist Art and Material Culture, Pali

**Recent publications (select):**

- 2013 Peter Skilling and Justin McDaniel, eds. *Buddhist Narrative in Asia and Beyond: Volume One* (Bangkok: Chulalongkorn University Press).
- 2013 Peter Skilling and Justin McDaniel, eds. *Buddhist Narrative in Asia and Beyond: Volume Two* (Bangkok: Chulalongkorn University Press).
- 2011 Justin McDaniel, *the Lovelorn Ghost and the Magic Monk: Practicing Buddhism in Modern Thailand* (New York: Columbia University Press).
- 2008 Justin McDaniel, *Gathering Leaves and Lifting Words: Histories of Monastic Education in Laos and Thailand* (Seattle: University of Washington Press, 2008).

**Distinctions:** Guggenheim Fellow, 2012-2013; The Charles Ludwig Distinguished Teaching Award, University of Pennsylvania, 2013; Winner of the *Kahin Prize for Best Book by a Senior Scholar in Southeast Asian Studies*, given by the Association of Asian Studies; Winner of the *Harry Benda Prize for Best First Book in Southeast Asian Studies*, given by the Association of Asian Studies.

**MICHAEL W. MEISTER**

W. Norman Brown Professor, Department of the History of Art and South Asia Studies

**Appointed:** 1976, Tenured.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (1974), M.A. (1971), B.A. (1964) Harvard University

**Overseas experience:** India, Pakistan, Afghanistan, Sri Lanka, Nepal, Burma, Thailand, Cambodia, Indonesia, Taiwan, Hong Kong, Japan, Singapore, Iran, Lebanon, Syria, Turkey, South Africa

**Languages:** Hindi (2), Sanskrit (2)

**South Asia courses:** Introduction to Art in South Asia; Cities and Temples of Ancient India; Modernity and Contemporary Art in South Asia; Visuality in South Asia; Seminars and Pro-seminars in Indian Art & Architecture (topics vary)

**Research and training specialization:** Buddhist and Hindu architecture in Pakistan; Indian temples and iconography; modernity and contemporary art in South Asia.

**Recent publications:**

- 2013 "Conservation and Studies at Gumbat-Balo Khale Site (District Swat, Tahsil Barikot)," M. Meister and Luca M. Olivieri, *Journal of Asian Civilization*.
- 2013a. "Seeds and Mountains: The Cosmogony of Temples in South Asia." *Heaven on Earth, Temples, Ritual, and Cosmic Symbolism in the Ancient World*. Edited by Deena Ragavan. Oriental Institute Seminars 9, The Oriental Institute of the University of Chicago: Chicago.
- 2012 "Shadow-Covered Devalayas." *Pakistan Heritage* 3 (2011): 113–121.
- 2011 "'Indo-Aryan' Temples: Noodling Seventh-Century Nagara." *Journal of the Indian Society of Oriental Art* new series 27: 133–139.
- 2011a. "Indus Temples and Saurashtra." *Ancient Pakistan* 18: 63–78.
- 2011b. "Multiplicity on the Frontier: Imagining the Warrior Goddess." *Pakistan Heritage* 2: 87–92.
- 2010 "Abstracting Figuration: Akbar Padamsee's Body in India." In *Akbar Padamsee: Work in Language*. Edited by Bhanumati Padamsee and Annapurna Garimella, pp. 98–117. Mumbai: Marg Publications.

**Supervised (past 5 years):** 6 Ph.D. dissertations; 1 M.A. thesis

**Distinctions (select):** Gastprofessur, Institut für Kunstgeschichte, Universität Wien, 2008; Keynote speaker, Courtauld Institute, London, 2012.

**MUSTAFA MENAI**

Lecturer in Urdu, Department of South Asia Studies

**Appointed:** 2012, Untenured.

**Teaching Time to S. Asia:** 100%

**Education:** M.A (1999) Columbia University-Teachers College; B.A. (1997) University of Massachusetts.

**Languages:** Urdu (4), Punjabi (2), Hindi (1)

**Overseas experience:** Pakistan, Bangladesh

**South Asia courses:** Beginning Urdu; Intermediate Urdu; Advanced Urdu

**Research and training specialization:** Early Childhood Language Development, Competency Based Learning, Student Centered Teaching, Curriculum, Materials and Assessments development.

**Pedagogical training:** Regular participant in professional development workshops in language pedagogy organized by Penn Language Center and South Asia Center, University of Pennsylvania. STARTALK Instructor Training, 2014.

**Distinctions:** STARTALK New York University certification for Teaching Urdu to Non-Native Speakers, STARTALK certification of completion of Oral Proficiency Interviewing training, Defense Languages Institute Certified Reviewer, Cognitive Interviewing Certification from Princeton University, Defense Languages Institute Adult Language Learning On-line Lesson Developer.

**ALLYN MINER**

Senior Lecturer, Department of South Asia Studies

**Appointed:** 1987, Renewable Tenure.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (1994) University of Pennsylvania; Ph.D. (1982) Banaras Hindu University; B.A. (1974) University of Wisconsin; Musical Training (sitar): Ustad Ali Akbar Khan (1985- ); Thakur Raj Bhan Singh (1971-82)

**Overseas experience:** India

**Languages:** Hindi (4), Sanskrit (3), Urdu (2), Bengali (1)

**South Asia courses:** Sitar Performance levels I, II, and advanced; Performing Arts in South Asia; The Musical Culture of North India; History of Music in India; Popular Music of South Asia and the Diaspora; India's Classical Music; Music of Ritual, Devotion and Ecstasy

**Research and training specialization:** Research Fellow 2011-14, Transitions in Indian Music and Dance in the Colonial Indian Ocean, c.1750-1950, Awadh Case Study: "Non-elite Musicians in Wajid Ali Shah's Lucknow; publication under contract: "The Minqār-i mūsīqār of Hazrat Inayat Khan"; sitar concert performances and demonstrations, ongoing.

**Recent publications:**

- 2013 "A Tour of Music Cultures in South Asia: Classical and Devotional music", *EAA (Education About Asia)*, the teaching journal of the Association for Asian Studies. Special Edition. "Asian Visual and Performing Arts, Pt.2" In press for Spring 2013.
- 2013a. "Raga in the early sixteenth century" Proceedings from the Conference on Orality. Literary Cultures Project. SOAS. Edited by Francesca Orsini. Feb. 2013. In press.
- 2013b. "Dhruva, dhruvapada, dhurpad: meanings and usages in 14th and 15th-century texts", *Journal of the Indian Musicological Society*. Proceedings of the Annual Meeting., Mumbai. 2013
- 2013c. Projected. *The Minqar-i Musqar of Inayat Khan*. Lebanon, NY: Omega Publications,
- 2010 "Hindustani Music: an overview of the Modern Period", pp197-220; "Sources on the Early History of the Tambur, Rabab, Sitar and Sarod" pp373-390. In *Hindustani Music: Thirteenth to Twentieth Centuries* ed. Joep Bor et al. Codarts and Manohar.

**Supervised (past 5 years):** 1Ph.D.

**Distinctions:** Organized and hosted "Musical Transitions to European Colonialism in the Eastern Indian Ocean" a collaborative research conference sponsored by the European Research Council, King's College London.

**LISA MITCHELL**

Director, South Asia Center

Associate Professor and Graduate Chair, Department of South Asia Studies

**Appointed:** 2006, Tenured. **Teaching Time to S. Asia:** 100%

**Education:** Ph.D. with distinction (2004), M.Phil. (1999), Sociocultural Anthropology, Columbia University; M.A. with distinction (1993), Research Track, TESL, University of Illinois—Urbana-Champaign; B.A. (1988) Government & Third World Studies, Oberlin College

**Overseas experience (India, 8 years total):** Summer 2013 (Hyderabad, Andhra Pradesh), “Cultural History of Cement: Concrete Dreams in the New India”; Summer 2012 (Hyderabad, Delhi), “Spaces of Politics”; 2008-2009 (Hyderabad, Lucknow, Delhi), 2003-2004 (Delhi), “Public Space and Political Protest in the History and Everyday Practice of Indian Democracy”; 2002 (Andhra Pradesh, Delhi), 1999-2000 (Andhra Pradesh), Summer 1998 (Andhra Pradesh), 1995-1997 (Andhra Pradesh), 1990-1991 (Tamil Nadu, Karnataka, Andhra Pradesh), “Language Politics in South India”; 1987-88 (Tamil Nadu), “Politics of Food”.

**Languages (South Asian):** Telugu (3), Hindi (1.5), Tamil (1), Sanskrit (1).

**South Asia courses:** The City in South Asia; State, Society, and Culture in South Asia; Language, Race, & Ethnicity in South Asia; Society and Public Culture in South Asia; Debating Colonialism and Its Aftermath in South Asia; Historical Anthropology; Modern South Asia; South Asian History: Pre-History to the Present; Non-Violence, Nukes, & Nationalism; Neoliberalism and the City; South Asia Pro-seminar.

**Research and training specialization:** Infrastructure in South Asia (cultural history of cement); cosmologies of credit in the context of Indian urbanization; speculative economies and growth corridors; the city and built environment in South Asia; public space and political protest in the history and everyday practice of Indian democracy; the street and the railway station as public space; culture and commodities.

**Other Research & Teaching Interests:** Language politics; technology, media and discourse networks; printing, knowledge production, and collective memory; cultural constructions of emotion; the state, colonialism, and empire; neoliberalism and democracy; history and anthropology; Telugu language and literature; area specialization in South Asia with focus on southern India; secondary interest in Southeast Asia and the Indian Ocean region.

**Recent Publications:**

- Forthcoming “The Visual Turn in Political Anthropology and the Mediation of Political Practice in Contemporary India,” *South Asia* (special issue on “Visual Culture in South Asia”).
- Forthcoming “The Railway Station and New Forms of Political Practice in the History of Indian Democracy,” Chapter 6, in Ralf Roth and Paul van Heesvelde, Eds., *The City and the Railway in the World*, London: Ashgate Publishing House.
- 2013 Translation of Challapalli Swaroopa Rani, “Caste Domination Male Domination,” in K. Satyanarayana & Susie Tharu, eds., *Steel Nibs are Sprouting: New Dalit Writing From South India, Dossier II: Kannada and Telugu*, Harper Collins India (translated from Telugu), 704-709.
- 2011 “‘To Stop Train Pull Chain’: Writing Histories of Contemporary Political Practice,” *Indian Economic and Social History Review*, 48(4): 469-495.
- 2010 *Language, Emotion, and Politics in South India: The Making of a Mother Tongue*, Delhi: Permanent Black (South Asian edition). Second edition forthcoming 2014.
- 2009 *Language, Emotion, and Politics in South India: The Making of a Mother Tongue*, Bloomington: Indiana University Press. Recipient of the Edward Cameron Dimock, Jr. Prize in the Indian Humanities, AIIS.
- 2009a. “Knowing the Deccan: Enquires, Points, and Poets in the Construction of Knowledge and Power in Early Nineteenth-Century Southern India,” *The Madras School of Orientalism*, Thomas R. Trautmann, ed., Delhi: Oxford University Press, 151-182.
- 2009b. Knowledge at the Edge of Empire: Experiencing Colonialism and Its Forms of Knowledge,” *Fringes of Empire*, Elizabeth Kolsky & Sameetah Agha, eds., Delhi: Oxford University Press, 236-256.
- 2006 “Making the Local Foreign: Shared Language and History in Southern India,” *Journal of Linguistic Anthropology*, 16(2): 229-248.

**Supervised (past 5 years):** 6 Ph.D.; 3 M.A.; 2 B.A.

**Distinctions:** Visiting Fellow, Clare Hall, University of Cambridge, 2014; Mellon Humanities, Urbanism, Design Fellow, UPenn, 2013-2014; Center for the Advanced Study of India, Faculty Research Grant, Summer 2013; Global Engagement Fund 2013; University Research Foundation 2013; Trustees’ Council of Penn Women Research Fellowship, Summer 2011; NEH Fellowship, 2009; American Institute of Indian Studies Senior Research Fellowship, 2008-2009; Wenner-Gren, 2001; Fulbright-Hays, 1999-2000; NSF, 1996.

**MANJITA MUKHARJI**

Lecturer, Department of South Asia Studies

**Appointed:** 2012, Untenured.

**Teaching time to S. Asia:** 100%

**Education:** Ph.D. (2009) SOAS, University of London, M.Phil. (2005) University of Delhi, M.A. (2003) Jadavpur University, B.A. (2000) Presidency College, University of Calcutta

**Overseas experience:** India, UK, Canada.

**Languages:** Bengali (4), Hindi (4)

**South Asia courses:** Popular Religions in South Asia, 1300—Present; Introduction to Hinduism; the Village and City in Indian Popular Cinema

**Research and training specialization:** Popular religion and modernity in colonial Bengal

**Recent publications:**

2012 “Ek Rājye Hale Dujanā Rājā, Kār Hukume Gata Hay Prajā: Metaphors of Everyday Peasant Resistance in Bāul Songs of Early-Colonial Bengal”, *South Asian History and Culture*, 3:1, 47-69.

**Distinctions:** Felix Fellowship for Doctoral Dissertation, Felix Trust, September 2005-August 2009.

**PROJIT BIHARI MUKHARJI**

Martin Meyerson Assistant Professor in Interdisciplinary Studies,  
Department of the History and Sociology of Science

**Appointed:** 2011, Tenure-track.

**Teaching time to S. Asia:** 100%

**Education:** Ph.D., University of London; M.Phil., Jawaharlal Nehru University, New Delhi; M.A., Jawaharlal Nehru University, New Delhi; B.A., Presidency College, University of Calcutta.

**Overseas experience:** India, UK, Canada.

**Languages:** Bengali (4), Hindi (3), Urdu (2), Sanskrit (2).

**South Asia courses:** Introduction to STM in Colonial India; Comparative Medicine; Asian Medicines & Modernity; Other Reasons: Postcolonial History of Rationality.

**Research and training specialization:** History of the modernization of Ayurveda; history of biological research into caste; history of research into re-incarnation.

**Recent publications:**

Forthcoming “Swapnaushadhi: The Embedded Logic of Dreams and Medical Innovation in Bengal”, *Culture, Medicine, Psychiatry*.

2014 “Vishalyakarani as E. Ayapana: Retro-Botanizing, Embedded Traditions and Multiple Historicities of Plants in Colonial Bengal, 1890-1940”, *Journal of Asian Studies*, 73:1, pp. 65-87.

2014a. “From Serosocial to Sanguinary Identities: Caste, Transnational Race Science and the Shifting Metonymies of Blood Group B, India c. 1918-60”, *Indian Economic and Social History Review* 51:2, pp. 143-76.

2013 “*Munisipal Darpan*: Imagining the Embodied State and Subaltern Citizenship in 1890s Calcutta”, *South Asian History & Culture*, 4:1, pp. 1-17.

2013a. “In-Disciplining Jwarasur: The Folk/Classical Divide and the Transmateriality of Fevers in Colonial Bengal”, *Indian Economic and Social History Review*, 50:3, (2013), pp. 261-88.

2012 “The “Cholera Cloud” in the Nineteenth Century “British World”: History of an Object-without-an-essence”, *Bulletin of the History of Medicine*, Fall, 86, pp. 303-32.

2009 *Nationalizing the Body: The Market, Print and Daktari Medicine*. Anthem Press: London.

**Supervised (past 5 years):** 2 Ph.D.

**Distinctions:** Centre for the Advanced Study of India, Faculty Grant, April 2013; University Research Foundation Grant, University of Pennsylvania, Fall 2014; SAS Conference Support Grant, University of Pennsylvania, Fall 2014.

**RAHUL MUKHERJEE**

Assistant Professor, Department of Cinema Studies

**Appointed:** 2014 (fall), Tenure-track.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (2014 expected), M.A. (2010) University of California, Santa Barbara; M.A. (2008) Bowling Green State University; B.Tech. (2005) Dhirubhai Ambani Institute for Information and Communication Technology, Gandhinagar, India

**Overseas experience:** India

**Languages:** Hindi (4), Bengali (2), Sanskrit (2)

**Research and training specialization:** Film and Media studies of South Asia

**Academic experience:**

2014 "Media Framing of the Bt Brinjal Controversy in India: Conflicts of Issues and Values," Framing and Framing Effects Panel, Political Communication Division, International Communication Association (ICA).

2014 "MicroSD-ing 'Mewati Videos': Publicity Cultures in Informal Circulation Economies," Asian Video Cultures: In the Penumbra of the Global Panel, Society for Cinema and Media Studies (SCMS).

**Recent publications:**

2014 "Interfacing Data Destinations and Visualizations: A History of Database Literacy," *New Media & Society*, 16(1): 110-128.

2013 "What an Idea Sirji!: Intersections of Neoliberal Subjectivities and Development Discourses in Idea Cellular ads," *Studies in South Asian Film and Media*, Special Issue on Neoliberalism and South Asian Media and Cultural Politics, 4(1): 95-115.

2012 Remembering Bhopal: Situated Testimony, Chronic Disaster, and Memories of Survival," *Media Fields Journal: Critical Explorations in Media and Space*, Issue 5: Memory, Space, and Media.

**Distinctions:** Nicholas C. Mullins Award from Society for Social Studies of Science, 2014 (award to be publicly announced in 2014 4S conference in Buenos Aires) Paper Title: "Toxic Lunch in Bhopal: Matter, Performance, and Heterogeneous Publics"; UCSB Affiliates Graduate Dissertation Fellowship, Fall 2013; Interdisciplinary Humanities Center's Pre-Doctoral Fellowship, spring 2014; UCSB Regents Special Fellowship, 2008-2013; Humanities and Social Sciences Research Grant, 2012-2013; Utrecht Short Stay Fellowship, Apr-July, 2012 (Center for the Humanities, Utrecht University).

**LUTHER JAMES OBROCK**

Lecturer in Sanskrit, Department of South Asia Studies

**Appointed:** 2014, Untenured

**Teaching time to S. Asia:** 100%

**Education:** PhD (2014, expected) University of California, Berkeley

**Overseas experience:** India

**Languages:** Sanskrit (4); Pali (4); Hindi (4); Persian (3)

**South Asia Courses:** Beginning, Intermediate, Advanced Sanskrit

**Research and training specialization:** Sanskrit Literary History, Buddhist Tantra, South Asian Historiography.

**Recent publications:**

Forthcoming "Muslim Mahākāvyas" (Forthcoming) In *Texts and Traditions in Early Modern North India*. Oxford University Press.

2013 (Ed.) *Aurel Stein's Illustrated Rājatarāṅgiṇī*. Universitätsverlag Halle-Wittenberg.

2013 Bhaṭṭoji Dīkṣita on the Gajasūtra. S.L.P. Anjaneya Sharma and François Grimal Institut Français de Pondichéry.

2013 "History at the End of History: Śrīvara's Jainataraṅgiṇī. *Indian Economic and Social History Review*.

**Distinctions (select):** Institut Français de Pondichéry Graduate Scholarship, 2011-2013; Deutsche Akademischer Austausch Dienst Doctoral Fellowship, 2010-2011; Summer Foreign Language Area Studies Fellowship for Sanskrit, 2009, 2006; Summer Critical Language Scholarship for Hindi, 2007; Foreign Language Area Studies Fellowship for Hindi 2006-2007.

**MUKUL PANDYA**

Senior Fellow, Management Department, Wharton School of Business;  
Editor-in-Chief and Executive Director, Knowledge@Wharton

**Appointed:** 1998

**Teaching Time to S. Asia:** 25%

**Education:** M.A (1988) University of Bombay

**Overseas experience:** India

**Languages:** Gujarati (4), Hindi (4), Marathi (2)

**Research and training specialization:** Knowledge dissemination in organizations; Use of technology (especially mobile technology) in education

**Recent publications:**

- 2004 (with Robbie Shell) *Lasting leadership: Lessons from the 25 most influential business people of our times*. Philadelphia: Wharton School Publishing.
- 2002 (with Robert E. Mittelstaedt, Jr., Harbir Singh, & Eric Clemons) *Knowledge@Wharton on building corporate value*. New York: John Wiley & Sons, Inc.
- 2001 *Kevork S. Hovnanian: His vision and journey toward success*. Red Bank, NJ: K. Hovnanian Enterprises.

**Distinctions:** Winner of four awards for investigative journalism.

**DEVEN PATEL**

Associate Professor, Department of South Asia Studies

**Appointed:** 2007, Tenured.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. University of California at Berkeley; B.A. Columbia University

**Overseas experience:** India

**Languages:** Hindi (4), Gujarati (4), Sanskrit (4), Pali (4)

**South Asia courses:** India's Literatures: Love, War, Wisdom and Humor; Introduction to Indian Philosophy; Indian Epics; Theory and Methods of South Asian Humanities; Sanskrit Grammar; Sanskrit Court Poetry; Sanskrit Drama

**Research and training specialization:** Formation of literary communities from the medieval to the modern period; multilingual translations; text and image.

**Recent Publications:**

- 2013 *Text to Tradition: The Naiṣadhīyacarita and Literary Community in South Asia*, New York: Columbia University Press.
- 2013 "Mettabhāvanā in Traditional and Popular Buddhist Contexts." *Asian Philosophy: An International Journal of the Philosophical Traditions of the East*. Taylor & Francis. Volume 24, Issue 4, (September).

**Supervised (past 5 years):** 5 Ph.D.; 1 M.A. thesis

**Distinctions (select):** AIIS Senior Fellow (2013-2014)



**JOSHUA H. PIEN**

Lecturer in Hindi, Department of South Asia Studies

**Appointed:** 2012, Untenured.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. student in South Asia Studies, University of Pennsylvania; M.A. (2005) University of Texas at Austin; B.A. (2002) University of Pennsylvania

**Overseas experience:** India

**Languages:** Hindi (4), Urdu (4), Sanskrit (3), Panjabi (1), Persian (1)

**South Asia courses:** Beginning Hindi-Urdu; Intermediate Hindi; Advanced Hindi Language and Literature

**Research and training specialization:** Hindi-Urdu history; Sanskrit; language and society (standardization, diglossia, language identity, language politics); the teaching of Hindi and Urdu

**Pedagogical training:** Regular participant in professional development workshops in language pedagogy organized by the South Asia Center, University of Pennsylvania; Defense Language Institute (DLI) teacher training; DLI curriculum and materials development training; ILR proficiency scale familiarization training; ACTFL OPIc (computerized Oral Proficiency Interview) training and certification.

**Recent publications:**

2012 Primary author (with co-author Fauzia Farooqui) of “Beginning Urdu: A Complete Course?”

2012 Beginning Hindi: A Complete Course? (Forthcoming) from Georgetown University Press

**Distinctions:** Director, 2014 Hindi-Urdu Summer STARTALK Institute; Primary developer of DLI’s 47-week, intensive Hindi course; curriculum specialist of 4 STARTALK programs (summer, 2013).

**MILIND RANADE**

Lecturer in Marathi, Department of South Asia Studies

**Appointed:** 2005, Untenured.

**Teaching Time to S. Asia:** 100%

**Education:** B.S. (1980) University of Pune

**Overseas experience:** India

**Languages:** Marathi (4), Hindi (4)

**South Asia courses:** Elementary and Intermediate Marathi; STARTALK Hindi Instruction

**Pedagogical training:** STARTALK Workshop, 2009; South Asia Language Resource Center Pedagogy Workshop on Assessment Concepts & Theory, University of Chicago, 2006; Workshop at UPenn Communicative Language Training, Fall 2005.

**VASU RENGANATHAN**

Lecturer in Tamil, Department of South Asia Studies

**Appointed:** 1996, Untenured.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D., University of Pennsylvania; M.A. (1992) University of Washington, Seattle; Ph.D. (1988), M.A. (1982) Annamalai University

**Overseas experience:** India, Germany, Singapore

**Languages:** Tamil (4), Hindi (3), Telugu (2)

**South Asia courses:** Beginning Tamil; Intermediate Tamil and Readings in Modern Tamil Prose; Religious literatures and Sangam Tamil

**Research and training specialization:** Development of language and religious belief systems during the Sangam and medieval periods in Tamil region; role of Śaiva and Vaiṣṇavā Tamil poems and development of bhakti among the Tamils.

**Pedagogical training:** Certified OPI Tester for Tamil, ACTFL and DLI, Monterey, CA. Presenter at professional development workshops for South Asia language educators at the South Asia Language Association (SALTA) at National Council of Less Commonly Taught Languages (NCOLTCL)

**Recent publications:**

- 2013 In press. *Tracing the Trajectory of Linguistic changes in Tamil: Mining the corpus of Tamil Texts*, IJDL, V.I.S special Volume, Kerala, India.
- 2013 "Use of Similes in Sangam Tamil Poems" (in Tamil). Paper presented and published in the Proceedings of the International Conference on Purāṇāṇūru (Aug. 31st to Sept. 1st, 2013), Washington Tamil Sangam: Maryland, United States.
- 2011 Tamil Language in Context: A Comprehensive Approach to Learning Tamil, (Book), Department of South Asia Studies, University of Pennsylvania.

**Supervised (past 5 years):** External examiner, 20 Ph.D. from universities in Tamil Nadu.

**Distinctions:** Chair, Tenth Tamil Internet Conference, University of Pennsylvania, Chair, Conference Program Committee, Eighth Tamil Internet Conference, The University of Cologne, Germany, October 2009; USED grant recipient to develop video based online materials for Tamil Language and Culture, 2004; Delivered plenary speech at the TamilNet Conference, 2002; Delivered plenary speech at the World Tamil Teachers' Conference, Singapore 2001.

**RAILI ROY**

Lecturer, Department of South Asia Studies; Assistant Director, South Asia Center

**Appointed:** 2009 (Assistant Director), 2010 (Lecturer)

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (2013) The Ohio State University; M.A. (2002) University of Cincinnati; M.A. (1997) University of Kolkata, India, B.A. with Honors (1995) Presidency College, India

**Overseas experience:** India

**Languages:** Bengali (4), Hindi (4), Sanskrit (1)

**South Asia courses:** Gender and Development in South Asia, Women and Social Movements in South Asia

**Research and training specialization:** Transnational/Global Feminisms; South Asian Feminisms; Social Movements; Women's History.

**Academic experience:**

- 2013 "Global Feminisms: The relevance of studying about gender in K-12 classrooms." Summer Institute for K-16 educators at University of Pennsylvania.
- 2012 "Colonialism and Women in South Asia" Summer Institute for K-16 Educators at University of Pennsylvania.
- 2011 "Women's Empowerment as Paths to Neoliberal Citizenship" NWSA Annual Conference
- Distinctions:** Models for Excellence, honorable mention, 2014; School of Arts and Sciences Staff Performance Bonus, Team Award with National Resource Center colleagues, 2013; Gordon P.K. Chu Graduate Scholarship, 2006; Office of International Affairs Travel Grant, Ohio State University, 2005; Department of Women's Studies Travel Grant, The Ohio State University, 2005; Coca-Cola Critical Difference for Women Graduate Studies Award, The Ohio State University, 2005; TAFT Graduate Enrichment Award, University of Cincinnati, 2002.

**ALIYA SABHARWAL**  
Outreach Assistant, South Asia Center

**Appointed:** 2013

**Time to S. Asia:** 100%

**Education:** M.A. (2013) University of Pennsylvania; A.B. (2009) Bowdoin College

**Overseas experience:** India, Sri Lanka, Morocco

**Languages:** Bengali (3), Hindi (3), French (3), Sinhala (1)

**Research and training specialization:** Race and racialization of labor in contemporary urban India, migration and labor conditions in the Indian service/hospitality sector, neoliberal labor markets, borderland studies.

**Academic experience:**

2014 “Reconfiguring borderlands in the city: Ethnography of race, labor, and citizenship in Mumbai, India” Paper presented at the Warren and Beatrice Susman Conference, Rutgers University.

**Distinctions:** Department of South Asia Studies Summer Research Grant recipient, summer 2013; Foreign Language Area Studies summer award recipient, Hindi, 2011-2012; Academic Year Foreign Language Area Studies recipient, 2012-2013.

**TERENJIT SEVEA**  
Assistant Professor, Department of South Asia Studies

**Appointed:** 2013, Tenure-track.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (2013), University of California, Los Angeles

**Overseas experience:** India, Pakistan, Indonesia, Malaysia

**Languages:** Urdu (4), Hindi (4), Punjabi (4), Malay (4), Bahasa Indonesia (4), Persian (1)

**South Asia courses:** An Introduction to Religion in South Asia; Religious Bodies and Sex in South Asia; The Mullah and the Englishman – Muslims in Modern India and Pakistan; Re-enchanting Modernity – A Guide to Sufism in South Asia; Godliness, Miracles and “Madness” in Indian Ocean Port Cities; An Introduction to Southeast Asian History.

**Research and training specialization:** Indian Ocean religious networks, South Asian miracle-workers in the modern Indian Ocean.

**Recent publications:**

2009 *Islamic Connections: Muslim Societies in South and Southeast Asia* (co-edited with Michael Feener), Singapore: Institute of Southeast Asian Studies.

**Distinctions:** Thomas Lifka Best Dissertation Award, 2013; Hiroshi Wagatsuma Memorial Fellowship, UCLA International Institute, 2011/2012; Lemelson Fellowship to Promote Indonesian Studies, UCLA Center for Southeast Asian Studies, 2010; Lemelson Fellowship to Promote Indonesian Studies, UCLA Center for Southeast Asian Studies, 2009; Chancellor’s Prize, UCLA Graduate Division, 2009; Chancellor’s Prize, UCLA Graduate Division, 2008.

**RAM KARAN SHARMA**

Visiting Scholar, Department of South Asia Studies

**Appointed:** 2009, Tenure not applicable.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (1959) University of California; M.A (1951), M.A. (1948), B.A. (1946) Patna University

**Overseas experience:** India

**Languages:** Sanskrit (4), Hindi (4), Bengali (1)

**South Asia courses:** Sanskrit and Pali languages; Traditional Medicine in South Asia; Yoga Philosophy

**Research and training specialization:** The electronic concordance of passages representing similes and metaphors in the *Ramayana* and *Mahabharata*.

**Publications:** More than 20 books in Sanskrit and/or English; more than 100 research papers

**Distinctions:** K. K. Handique Memorial Award, 2006; K.K. Birla Foundation's Vachaspati Puraskara, 2006;

Sampoornanad Sanskrit University, Varanasi, Vidyavachaspati Puraskara, 2001; Life Member, Linguistic Society of India; President, International Association of Sanskrit Studies, 1994-2000; Presidential Award of Honour in Sanskrit.

**RUDRA SIL**

Professor, Department of Political Science;

Co-Director of the Huntsman Program in International Studies & Business

**Appointed:** 1996, Tenured.

**Teaching Time to S. Asia:** 15%

**Education:** Ph.D. (1996), M. A. (1989), B.A.-Honors (1988) University of California, Berkeley

**Overseas experience:** India, Japan, Russia

**Languages:** Bengali (4), Hindi (3), Russian (3), French (1)

**South Asia courses:** Political Change in the "Third World"; Politics of Development

**Research and training specialization:** Book-length study comparing the transformation of labor politics in India, Japan and Russia, with an emphasis on novel forms of collective action and labor solidarity emerging in the course of economic reform and competitive pressures linked to globalization; Articles on qualitative research, comparative-historical methods and philosophy of the social sciences

**Recent publications:**

2011 (with P. J. Katzenstein) *Beyond paradigms: Analytic eclecticism in the study of world politics*. New York: Palgrave-Macmillan Press.

2007 (with Dennis Galvan) *Reconfiguring institutions across time and space: Syncretic responses to the challenges of political and economic transformation*. New York: Palgrave-Macmillan Press.

2006 (with Marc Howard, & Vladimir Tismaneanu) *World order after Leninism*. Seattle, Washington: University of Washington Press.

2005 "India." In J. Kopstein (Ed.), *Comparative politics: Identities, interests and institutions in a changing global order*. Cambridge, UK: Cambridge University Press.

**Supervised (past 5 years):** 16 Ph.D.

**HARBIR SINGH**

Mack Professor of Management, Wharton School of Business  
Co-Director, Mack Institute for Innovation Management  
Vice Dean, Global Initiatives

**Appointed:** 1984, Tenured.

**Teaching Time to S. Asia:** 10%

**Education:** Ph.D. (1984) University of Michigan; MBA (1978) Indian Institute of Management, Ahmedabad; BTech (1975) Indian Institute of Technology, Delhi

**Overseas experience:** India

**Languages:** Punjabi (3), Hindi (2.5)

**Research and training specialization:** Strategies for corporate acquisitions; corporate governance; joint ventures; management buyouts; corporate restructuring.

**Publications:**

- Forthcoming "Building Capabilities through Learning: The Role of the Alliance Learning Process in Alliance Capability and Success." Prashant Kale and Harbir Singh. *Strategic Management Journal*.
- Forthcoming Splitting the Pie: Rent Distribution in Alliances and Networks, with Jeffrey Dyer and Prashant Kale, *Managerial and Decision Economics*.
- Forthcoming (with Peter Cappelli, Jitendra Singh, & Michael Useem) "Leadership Lessons from India." *Harvard Business Review*.
- 2010 (with Peter Cappelli, Jitendra Singh, & Michael Useem) *The India way: How India's Top Business Leaders are Revolutionizing Management*. Cambridge, MA: Harvard Business School Press.
- 2006 (with P. Puranam, & M. Zollo) "Organizing for Innovation: Managing the Coordination-Autonomy Dilemma in Technology Acquisitions", *Academy of Management Journal*, 49 (2), 263-280.

**Distinctions:** Vice Dean for Global Initiatives, 2008-present; Named the Mack Professor, 2005; Academic Advisory Board Member, Indian School of Business; Named Edward H. Bowman Professor of Management, 1999-2005; Chairperson, Management Department, 1999-2001; Miller-Sherrerd MBA Core Teaching Award, 1993.

**JITENDRA V. SINGH**

Saul P. Steinberg Professor of Management, Wharton School of Business.

**Appointed:** 1987, Tenured.

**Teaching Time to S. Asia:** 25%

**Education:** Ph.D. (1983) Stanford University; M.A. (1982) Stanford University; MBA (1975) Indian Institute of Management, Ahmedabad, India; B.S. (1972) Lucknow University, India

**Overseas experience:** India

**Languages:** Hindi (4)

**South Asian courses:** Inside Indian Business

**Research and training specialization:** Business process outsourcing; Custom software pricing; Simulation models of organizational processes

**Recent publications:**

- 2010 "Chance Encounters, Ecologies of Ideas and Career Paths." In Kaye Schoonhoven and Frank Dobbin (eds.) *Research in the Sociology of Organizations*, Organizational Studies: The Stanford Legacy, 1970-2000.
- 2010 (with Peter Cappelli, Harbir Singh, and Michael Useem), *The India Way: How India's Top Business Leaders are Revolutionizing Management*.
- 2010 (with Peter Cappelli, Harbir Singh, and Michael Useem), "Leadership Lessons From India," *Harvard Business Review*, 90-97.
- 2009 (with R. Ramamurti, editors.), *Emerging Multinationals from Emerging Economies*.

**Distinctions:** Director, Fedders Corporation, 2004-present; Director, Emcure Pharmaceuticals, Pune, India, 2003-present; Director, Infosys Technologies, Bangalore, India, 2000-2003; Editorial Board, Strategic Organization, 2001-present; Editorial Board, Strategic Management Journal, 1994-present; Editorial Review Board, Organization Science, 1988-present.

**PUSHKAR SOHONI**

Lecturer, Department of South Asia Studies; South Asia Bibliographer, Van Pelt Library

**Appointed:** 2011 (Bibliographer), 2014 (Lecturer).

**Time to S. Asia:** 100%

**Education:** Ph.D. (2010), M.S. (2002), University of Pennsylvania; B.Arch. (1999), University of Pune.

**Overseas experience:** India, Sri Lanka, Iran

**Languages:** Marathi (4), Hindi (4), Urdu (4), Persian (3), Sanskrit (1), Bahasa (1).

**South Asia courses:** Great Architectural Monuments of India

**Academic experience**

Oct 2013 "Paper Documents and Copper Plates: The Localization of Hegemonic Practices," at the Annual Conference of the American Council for South Asia, Madison WI.

July 2013 "Library Resources for Teachers," Education Resources Panel, Summer Teachers' Institute 2013 - No longer the other: Integrating Gender in a Global Curriculum, National Resource Centers Summer Institute, University of Pennsylvania.

April 2013 "Spatial Strategies to Bridge Different Worlds: Bhonsale Family Mausolea and Muslim Royal Tombs," at the workshop Jains, Muslims, and Hindus in the Medieval Deccan, c. 700-1700, University of Pennsylvania.

**Recent publications:**

2014 "Continuities in the Sacred Landscape: Ellora, Khuldabad and the Temple of Ghrishneshwara" in Syed Ayub Ali (ed.), *Studies in Medieval Deccan History: Dr. M.A Nayeem felicitation volume*.

2014a. "Flushing out the enemy: Revisiting the current Battle of Bhatavadi (1524)" in *Bulletin of the Deccan College Research Institute*.

2014b. "Patterns of Faith: Mosque typologies and sectarian affiliation in the kingdom of Ahmadnagar" in David Roxborough (ed.), *Seeing the Past—Envisioning Islamic Art and Architecture: Essays in Honor of Renata Holod*, Leiden: Brill.

**Distinctions:** Fellow, Penn Humanities Forum - Mellon Faculty Research Seminar "Peripheries" at the University of Pennsylvania (2012-13); Post-Doctoral Teaching and Research Fellow at the University of British Columbia (2010 2011); Non-residential Fellow, Kunsthistorisches Institut, Florence (Max-Planck Institute) for the program "Art, Space and Mobility in the Early Ages of Globalization 400-1650" (2010).

**BRIAN SPOONER**

Professor, Department of Anthropology

**Appointed:** 1968, Tenured. **Teaching time to S. Asia:** 30%

**Education:** D.Phil. (1967), B.A. (1960) Oxford University

**Languages:** Persian (4), Urdu (3), Baluchi (2), Pashto (1)

**Overseas experience:** Pakistan, Afghanistan, Iran, India, Sri Lanka, Tajikistan, Thailand, Kenya, China

**South Asia courses:** Islam in South Asian Culture; Afghanistan and Islamism; Iran, Afghanistan and Pakistan

**Research and training specialization:** Globalization processes in Asian countries

**Recent publications:**

(in press) Globalization, The Crucial Phase (editor), Philadelphia: University of Pennsylvania Museum Publications.

2012 (With William L. Hanaway) Literacy in the Persianate World. Philadelphia: University of Pennsylvania Museum Publications.

2012 (edited with Harold F. Schiffman) Language Policy and Language Conflict in Afghanistan and its Neighbors, Leiden: Brill.

**Supervised (past 5 years):** 3 Ph.D.

**Distinctions:** Consulting Editor, Encyclopaedia Iranica, Columbia University, 2000-present; President, American Institute of Pakistan Studies, 1999-2005; Editor of Pakistan Studies News, 1998-2005

**RAMYA SREENIVASAN**

Associate Professor and Chair, Department of South Asia Studies.

**Appointed:** 2011, Tenured.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (2001) Jawaharlal Nehru University, New Delhi; M.A. (1990) Delhi University, New Delhi; B.A. (1988) Delhi University, New Delhi

**Overseas Experience:** India, UK

**Languages:** Hindi (4), Urdu (3), Marwari (3), Bengali (3), Persian (2), Marathi (2), Tamil (2), Gujarati (1)

**South Asia courses:** History of Modern India; South Asia: An Introduction; Islam and Muslims in modern South Asia; Caste and Class in South Asia; Gender, Kinship and the Household: Comparative Histories; South Asian literatures, 1000 to 2000 C.E.

**Research and training specialization:** Conjoined histories of emotion and the household in South Asia.

**Recent publications:**

- 2014               Forthcoming. Warrior-tales at hinterland courts in north India, ca. 1370–1550. In F. Orsini (ed.), *After Timur Came: Multiple Spaces of Cultural Production and Circulation in Fifteenth-Century North India*. New Delhi: Oxford University Press.
- 2014a.           Forthcoming. Faith and Allegiance in the Mughal era: Perspectives from early modern Rajasthan. In V. Dalmia and M. Faruqi (eds.), *Hunud wa Musalman: Religious Communities in Mughal India*. New Delhi: Oxford University Press.
- 2007               *The Many Lives of a Rajput Queen: Heroic Pasts in India c. 1500 – 1900*. Seattle: University of Washington Press; New Delhi: Permanent Black.
- 2006               Drudges, Dancing-girls, Concubines: Female slaves in Rajput polity, 1500 – 1850. In I. Chatterjee and R. M. Eaton (eds.), *Slavery in South Asian History*. Bloomington: Indiana University Press.
- 2005               Genre, Politics, History: Urdu Traditions of Padmini. In K. G. Hansen and D. Lelyveld (eds.), *A Wilderness of Possibilities: Urdu Studies in Transnational Perspective*. New Delhi: Oxford University Press.
- 2004               Honoring the family: narratives and politics of Rajput kinship in pre-modern Rajasthan. In I. Chatterjee (ed.), *Unfamiliar Relations: Family and History in South Asia*. New Brunswick: Rutgers University Press.

**Supervised (past 5 years):** 3 Ph.D.

**Distinctions (select):** Ananda Kentish Coomaraswamy Prize for the Best Book in South Asian Studies, 2009.

**RALLAPALLI SUNDARAM**

Visiting Scholar, Department of South Asia Studies

**Appointed:** 2012, Tenure not applicable.

**Teaching Time to S. Asia:** 100%

**Education:** D.Litt. (1987), Ph.D. (1973), M.A. Sanskrit (1986), M.A. Kannada (1974), M.A. Telugu (1969), B.Sc. Zoology (1967)

**Overseas experience:** India

**Languages:** Telugu, Kannada, English, Sanskrit, Tamil, Hindi

**South Asia courses:** Kannada, Telugu, Indian Folklore

**Research and training specialization:** Encyclopedia of South Indian indigenous agricultural system; English-English-Telugu Dictionary (Oxford University Press)

**Publications:**

- 2012               *Encyclopedia of South Indian Folklore*, (Kannada) Kannada University
- 2012               *Encyclopedia of South Indian Folklore*, (Telugu) Dravidian University
- 2012               *Literary works of Sundaram*, (Telugu)
- 2013               *Research Methodology*, (Kannada)

**Distinctions:** A.P.Sahitya Akademi Award (1969) Indian Government Award for translation (1983 and 1990), Bhasha Bharati Award (2006).

**BABU SUTHAR**

Lecturer in Gujarati, Department of South Asia Studies

**Appointed:** 1997, Untenured.

**Teaching Time to S. Asia:** 100%

**Education:** Master in Liberal Arts (Graduating in Spring 2014, University of Pennsylvania), Ph.D. (2005) University of Pennsylvania; M.A. (1981), M.A. (1987) The M.S. University, Baroda; B. A. (1979) Gujarat University

**Overseas experience:** India

**Languages:** Gujarati (4), Hindi (4), Sanskrit (1), Prakrit (1), Apabhramsha (1)

**South Asia courses:** Beginning Gujarati; Intermediate Gujarati; Advanced Gujarati; Readings in Gujarati

**Research and training specialization:** South Asian Linguistics; Indo-Aryan linguistics; Gujarati linguistics; contemporary Indian Literature; Modern and medieval Gujarati literature.

**Recent publications:**

- 2013 Chotarethi (A collection of cultural and critical writings), Ahmedabad, Parshva Prakashan, Ahmedabad, India
- 2013 Ghan Uthav (A collection of cultural and critical writings). Ahmedabad, Parshva Prakashan, Ahmedabad, India
- 2010 *Gharjhurapo (Homesickness)*. Ahmedabad, India: Paarshva Prakashan.
- 2003 (with George Cardona) Gujarati. In G. Cardona, & D. Jain (Eds.), *Indo-Aryan languages* (pp. 659-697). Oxford, UK: Routledge.
- 2003 J. Mistry's Contribution in Gujarati linguistics. In R. Laury, & et al. (Eds.), *Perspectives in linguistics: Papers in Honour of P.J. Mistry* (pp. 15-24). New Delhi, India: Indian Institute of Language Studies.

**Pedagogical training:** Certificate Program in Instructional Technologies and online Learning (University of Pennsylvania, completing in Spring 2014), Regular participant in professional development workshops in language pedagogy organized by Penn Language Center and Dept. of South Asia Studies, University of Pennsylvania

**Supervised (past 5 years):** 2 Diploma dissertations in Linguistics at the M.S. University of Baroda

**Distinctions:** Chunilal Velji Meha Award (Gujarati Literary Academy of North America Award, 2012), Diaspora Writing Award (2010), Friends of Philadelphia Award (2010), Mahendra Bhagat Award for Best Poem Collection, 2004-2005; Government of India Cultural Department Fellowship for Writing a Children's Novel, 1995-1996.

**VIJAYALAKSHMI K. SWAMINATHAN**

Lecturer in Kannada, Department of South Asia Studies

**Appointed:** 2009, Untenured.

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (1975) University of Madras, India; M.S. (1988) West Chester University, PA.

**Languages:** Kannada (4), Hindi (3), Tamil (2)

**South Asia courses:** Beginning Kannada; Intermediate Kannada

**Publications:**

- 2006 *Sruti Ranjani: Essays on Indian classical dance and music*. Bloomington, Indiana: Xlibris Corporation.

**Pedagogical training:** Regular participant in professional development workshops in language pedagogy organized by Penn Language Center and Dept. of South Asia Studies, University of Pennsylvania

**Distinctions:** Stipend from the South Asia Center and Penn Language Center to develop Standards-based Kannada lessons at the intermediate level, 2009-2010.



**JIM SYKES**

Assistant Professor, Department of Music

**Appointed:** 2013, Tenure-track.

**Teaching time to S. Asia:** 30%.

**Education:** Ph.D. (2011) University of Chicago

**Overseas experience:** Sri Lanka, Singapore, India, Malaysia

**Languages:** Sinhala (3), Tamil (2), Hindi (2)

**South Asia Courses:** World Musics and Cultures; Southeast Asian Musics and Cultures; Musical Politics and Forms of Life; Overseas Methods.

**Research and training specialization:** Monograph in the works, "The Musical Gift: Sound, History and Political Economy in Sinhala Aesthetics"; Collaborative article with Katherine Schofield (King's College London), "Disenchantment and the Precolonial Episteme: Sound, Language and Governance in South Asian History."

Forthcoming essays on the musicology of the eastern Indian Ocean, geographies of Indian sounds and communities in colonial Malaya, the regulation of Indian sounds in colonial Singapore. Organizing a conference, "Being a Musician in the Digital Age"; research on experimental music-making, rock, post-punk, sound studies.

**Recent publications:**

In Press "Beyond the Musicology of Disaster: A Sri Lankan Music History for the Post-War Period." *Music of War*, Gwyneth Bravo, ed. (Routledge).

In Press "Sound as Promise and Threat: Drumming, Collective Violence and the British Raj in Colonial Ceylon". Forthcoming in Biddle, Ian and Kirsten Gibson, eds., *Noise, Audition, Aurality: Histories of the Sonic World(s) of Europe, 1500-1945* (Ashgate).

2013 "Culture as Freedom: Musical "Liberation" in Batticaloa, Sri Lanka". *Ethnomusicology*, Vol. 57 (No. 3), pp. 485-517.

2013 Review of *Music as History in Tamil Nadu*, by T.K. Venkatasubramanian (Primus Books, 2010), in *Studies in History*, 29, 1 (2013): 137-140.

**Distinctions:** Fulbright-Hays DDRA (2007-2008), Wenner-Gren Fellowship (2007-2008), Mellon Achievement Award for Graduate Excellence (2004-2006).

**SAADIA TOOR**

Visiting Scholar, Department of South Asia Studies

**Appointed:** 2014

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (2005); MS.C. (2005) Cornell University; A.B. (1993) Mount Holyoke College

**Overseas experience:** Pakistan

**Languages:** Urdu (4)

**South Asia courses:** Food, Self and Society; Women and Work; Gender in the Contemporary World

**Research and training specialization:** Islam and the state

**Recent publications:**

2014 Forthcoming. "Muslim Women and Violent Protest: Pakistan", in Suad Joseph (Ed.). *Encyclopedia of Women and Islamic Cultures Online Edition*.

2012 "Imperialist Feminism Redux", *Dialectical Anthropology*. Vol. 36. Pages 147-160.

2011 *The State of Islam? Culture and Cold War Politics in Pakistan*. Pluto Press, London, UK.

2011a. "Gender, Sexuality and Islam under the Shadow of Empire", *Scholar and Feminist Online*. Issue 9.3.

2009 "Containing East Bengal: Language, Nation and State Formation in Pakistan, 1947-1952," *Cultural Dynamics*, vol.21, n.2. Pages 185-210.

**Distinctions:** Elected Member, South Asia Council, Asian American Studies Association; Member, Editorial Board, Women's Studies Quarterly; Member, Advisory Board, *Dialectical Anthropology*; Member, Editorial Board, *Dialectical Anthropology*; Magna Cum Laude, Mount Holyoke College (1993); Phi Beta Kappa, Mount Holyoke College (1993).

**DAN WAGNER**

UNESCO Chair in Learning and Literacy, Graduate School of Education;  
Director, International Literacy Institute and National Center on Adult Literacy;  
Director, International Educational Development Program

**Appointed:** 1990, Tenured.

**Teaching time to S. Asia:** 25%

**Education:** Ph.D. (1976) University of Michigan; M.A. (1971) University of Michigan; B.S. (1968) Cornell University

**Overseas experience:** India, Morocco, Yemen, Senegal, Indonesia, Egypt, S. Africa

**Languages:** French (4), Spanish (3), Moroccan Arabic (1)

**South Asia courses:** Human Development; Cultural Perspectives on Human Development; Basic Education in Developing Countries; Technology in Developing Countries (South Asia case studies)

**Research and training specialization:** Literacy across the lifespan (children, youth, adults); comparative studies of basic education and literacy; education in developing countries; appropriate uses of educational technologies. Recent international projects have been in India, South Africa, and Morocco

**Recent publications:**

- 2012 (With Murphy, K. M. & de Korne, H.) "Learning first: A research agenda for improving learning in low-income countries." Center for Universal Education Working Paper. Washington, D.C.: Brookings Institution
- 2011 "Smaller, Quicker, Cheaper: Improving Learning Assessments in Developing Countries." Paris/Washington: UNESCO-IIEP/FTI-Global Partnership for Education.
- 2009 "Pro-poor approaches to using technology for human development: Monitoring and evaluation perspectives." In Kuntay, et al. (Eds.), *Perspectives on human development, family and culture*. London, UK: Cambridge University Press.

**Supervised (past 5 years):** 5 M.A.; 3 Ph.D.

**Distinctions:** Director, International Literacy Institute; Fellow, American Psychological Association; Fellow, American Anthropological Association

**TYLER WILLIAMS**

Mellon Postdoctoral Fellow, Department of South Asia Studies

**Appointed:** 2014

**Teaching Time to S. Asia:** 100%

**Education:** Ph.D. (2014 expected), M.Phil. (2011) Columbia University; M.Phil. (2007) Jawaharlal Nehru University; B.A. (2000) University of California, Berkeley.

**Overseas Experience:** India

**Languages:** Hindi (4), Urdu (4), Persian (3), Sanskrit (3), Brajhasha and Avadhi (1)

**Research and training specialization:** South Asian literature, South Asian religious traditions, comparative literature, media change, orality/literacy, aesthetics, book history, translation, the digital humanities.

**Academic experience:**

- 2013 "Hearing and Seeing the Divine: Oral Hymns and Written Scriptures in Early Modern North India." Annual Conference on South Asia, University of Wisconsin-Madison, October 2013.
- 2013 "Bound by the E-Book: Old Limitations to New Possibilities." Graduate Student Conference on the Middle East, South Asia and Africa. Columbia University, New York, March 2013.

**Recent publications:**

- 2014 *Texts and Traditions in Early Modern North India*. (Co-edited with John S. Hawley and Anshu Malhotra). New Delhi: Oxford University Press, forthcoming (December 2013).
- 2013 Expected. "Commentary as Translation: the *Vairāgya Vṛnd* of Bhagvandas Niranjani." In *Texts and Traditions in Early Modern North India*, edited by John S. Hawley, Anshu Malhotra and Tyler Williams. New Delhi: Oxford University Press, forthcoming (expected December 2013).
- 2010 "*Madhyakālīn Bhakti-Sampradāyom Ke Takarāvōm Kā Bhautik Adhār* (The Material Foundations of Conflict between Medieval Bhakti Communities)." *Bahuvacan*, no. 24:24.

**Distinctions:** Mellon Interdisciplinary Fellowship, 2012-2014; Fulbright Doctoral Dissertation Research Abroad (DDRA) 2011-2012; Foreign Language and Area Studies (FLAS) Fellowship, 2009 (declined); IIE Fulbright Scholar in India (2000-2001); Phi Beta Kappa (2000); Summa Cum Laude in the College of Letters and Science, UC Berkeley (2000); Honors in the Department of South & Southeast Asian Studies, UC Berkeley (2000).

**Goal #1: Identify 21<sup>st</sup> century global skills and implement these into area studies and disciplinary curricula.**

Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
By the end of year 1, obtain feedback from alumni in South Asia about key skills needed in global careers through surveys and focus groups.	Conduct survey of Penn alumni working in South Asia and in SA-related and international jobs about workplace needs/skills.								
	Host annual Alumni Careers Spotlight series and panel.								
	Identify skill-based learning goals, circulate for participant feedback.								
	Create guidelines document & decide new course objectives.								
	Present proposal to SAST Chair & SAS Dean.								
By the end of year 2, create a set of guidelines which identifies top global competency skills needed by graduates which can be used for a new certificate program.									
By the end of year 4, provide four new course development stipends to faculty to create courses for the new certificate which meet the new learning objectives.	Provide four new course development stipends to faculty, review syllabi.								
	Implement the certificate through teaching new courses and advising students.								
Create a C.U. in India program and run 6 courses by the end of the grant cycle in 2018.	Implement a new study abroad opportunity for undergraduates, the C.U. in India program.								
	Assess C.U. in India student learning outcomes.								
	Monitor that the new program is pulling students from diverse backgrounds.								

**education.**

[illegible]

Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
Increase the number of opportunities for students and faculty in STEM fields and professional schools to engage with scholars of South Asia by 10% by the end of the grant cycle.	Provide financial and staff support to STEM in SA Initiative (see 8iii).								
	Provide course and module development stipends to Graduate School of Education faculty to develop international courses or course content for new global education certificate (Competitive Preference Priority 2).								
	Provide travel funds for Penn-IIT-Pondicherry French Institute partnership.								
Increase curricular coverage of Islamic South Asia by 20% in 2018.	Hire faculty to teach 1 additional course per year.								
	Provide financial and staff support to Islamic SA Initiative (see 8iii).								

# Community College of Philadelphia

1700 Spring Garden Street  
Philadelphia, PA 19130-3991  
215.751.8000 [www.ccp.edu](http://www.ccp.edu)

June 17, 2014

Dr. Lisa Mitchell, Director  
Jody Chavez, Associate Director  
U.S. Department of Education National Resource Center  
University of Pennsylvania  
South Asia Center

Dear Dr. Mitchell and Ms. Chavez:

On behalf of Community College of Philadelphia, I am writing to express my strong support for and commitment to the University of Pennsylvania South Asia Center proposal to the U. S. Department of Education for designation and funding as a National Resource Center and a recipient of Foreign Language and Area Studies Fellowships. Through our partnership with Penn's four National Resource Centers, community college students will be empowered to interact ably with those from other cultural groups, and become aware of the advantages of studying foreign languages and cultures.

Since 2001, Community College of Philadelphia (the College) has benefitted from the South Asia Center's promotion and advancement of South Asian Studies on the Penn West Philadelphia campus. We have been one of the partners in a variety of education programs that serve students in local schools and colleges, and the public of the region and nation. Working with the South Asia Center has enabled our urban minority-serving community college to enhance its study of South Asian cultures and languages. One of our first study-abroad programs was to India in 2009. We studied modern and ancient South Asian religions, literatures, and history with the help of distinguished scholars. Our course Modern Asia and Africa has one community college professor teaching connections between South Asia and South Africa. We had speakers on *The Ramayana* in 2000; subsequently the South Asia Center supported a three day workshop on it in 2005 with the distinguished Sanskrit scholars, Robert and Sally Goldman. Our faculty in 2013 took part in a series of discussions on the *Ramayana* in Cambodia and in China and brought students to a lecture on the topic. Islam in South Asia has also been an interest. NRC Assistant Director Raili Roy has come to our College on a number of occasions. Our professor Lakshmi Gudipati worked with South Asia Center to write an NEH Bridging Culture grant proposal.

Our two institutions now propose to develop our collaboration more fully and consistently such that the Middle East Center, in conjunction with Penn's three other NRCs, will be a collaborative partner with Community College of Philadelphia in the planning and implementation of an ambitious faculty and curriculum development project at the College. In particular, the Middle East Center will bring its internationally known faculty and its extensive resources to concerted, deep collaboration with a new cohort of designated community college faculty, resulting in new modules on East Asian cultures and languages. An important component in the collaboration is that Penn faculty and PhD

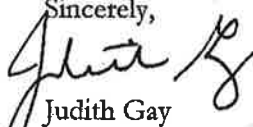
*The Path to Possibilities™*

students will be available to help evaluate and advise on curriculum components and to serve as guest lecturers in the classroom. Penn will also assist College faculty with travel awards for short-term study in South Asia, and to conferences where new materials and approaches will be disseminated. Dr. Fay Beauchamp, founding Director of the Center for International Understanding, will serve as our coordinator for this joint project.

The partnership between the University of Pennsylvania and Community College of Philadelphia promises to have great impact on the entire city of Philadelphia. Community College of Philadelphia is the largest institution of higher education in Philadelphia and the sixth largest in Pennsylvania; currently, there are more than 34,000 students enrolled in credit and non-credit course work. Approximately 73% are minority students and 53% are age 25 or older. We are recognized by the U.S. Department of Education as a Minority-Serving Institution (MSI) and also have the designation of Predominately Black Institution. With a main campus near Center City, and auxiliary campuses in West, Northeast, and Northwest Philadelphia, the College reaches residents throughout the city.

We have every confidence that our new partnership with the University of Pennsylvania's National Resource Centers will have local, national, and international impact, and will create a model for cooperation between a community college with a diverse student population and a research university.

You have my strongest endorsement for this collaborative project.

Sincerely,  
  
Judith Gay  
Interim President





DREXEL UNIVERSITY  
School of  
Education

June 17, 2014

Title VI Directors

University of Pennsylvania  
646 Williams Hall  
Philadelphia, PA 19104


On behalf of Drexel University, School of Education, I strongly support the Drexel-Penn Global Teach Connection (GTC) Project collaboration in response to a Title VI RFP invitation from University of Pennsylvania, Area Studies Centers Studies (i.e., Middle East Center, African Studies Center, Center for East Asian Studies, and South Asia Center). This collaboration will forge a strategic relationship between Drexel's School of Education and Penn Area Studies faculty and students in order to 1) to prepare teachers and education leaders to think globally, 2) develop area studies and intercultural competencies, and 3) engage new pedagogical theory and practice for working with diverse students and teaching less commonly taught languages.

As you already know, Drexel University is highly committed to teacher education including Global and International Education. The UPenn-Drexel Global Connect project will help us "level the playing field" for Drexel's teacher education students, teachers in partner schools, community schools and leaders who want to improve access to intercultural education and knowledge foundation in least commonly taught languages and pedagogy (LCTL) to improve teacher competency in diverse learning settings.

The opportunity to link, through the UPenn's National Resource Center and Areas Studies connection, through Drexel's existing GIE program and directly to our ongoing Global Education Colloquium, which is live-streamed and archived for future teaching is sure to generate excitement among our students, teachers and faculty. Media connections can be a strong motivator for expanding a collaborative community among more reluctant teachers and scholars, and this project is sure to help some of our students and teachers overcome their lack of understanding about area studies and the need for intercultural competencies in an increasingly global and diverse education settings.

We look forward to working with you and participating in an ongoing development of this project and evaluation of the Drexel-Penn Global Teach Connection (GTC) Project activities pending approval of the grant by the US Department of Education.

Sincerely,

  
William (Bill) Lynch

Dean, School of Education





CHEYNEY UNIVERSITY OF PENNSYLVANIA

OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC  
AFFAIRS

June 18, 2014

Dear Title VI NRC and FLAS Review Committee:

I am pleased to write this letter in support of the Title VI National Resource Center and FLAS grant proposals of the Africa Center, the Center for East Asian Studies, the Middle East Center, and the South Asia Center of the University of Pennsylvania.

These Centers have collaborated with Cheyney University over the past several years, providing support for international initiatives in fulfillment of our institution's goal to prepare students to work in a global society. Their expanded slate of activities proposed for the next four years are certain to have a far-reaching impact on the Cheyney faculty who will participate, and on the students they serve.

As National Resource Centers in existence since 1993, these Centers of the University of Pennsylvania are well positioned to work with area institutions such as ours by sharing their expertise in language instruction, global course curriculum design and faculty mentoring, particularly through our Master of Public Administration program and Area Studies.

We are delighted to be part of this expanded collaboration between Cheyney University and the area centers at the University of Pennsylvania, which will bring critical resources for strengthening the international dimensions of our programs, and which will impact hundreds of Cheyney students.

Sincerely,

Phyllis Worthy Dawkins, Ph.D.

Provost and Vice President for Academic Affairs